

"EVALUATION OF CURRENT SUPERVISORY PRACTICES"

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**D. E. I.
WOMEN'S TRAINING COLLEGE,
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EVALUATION OF CURRENT SUPERVISORY PRACTICES

(Being the Report of a Survey of the Practices relating to the supervision of Practice-teaching of B.Ed. students in the Training Colleges affiliated to the Agra University, carried out under the auspices of the National Council of Educational Research and Training, New Delhi and financed by them.)

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1973

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PREFACE

Teacher Education has acquired greater importance in the planned development which this country has undertaken. A good deal of study on its various problems has been undertaken by researchers in recent years under the auspices of the National Council for Educational Research and Training. One aspect, however, which is very vital for the practical training of the teacher and which, I am afraid has not received adequate attention so far, is the evaluation of current supervisory practices in the course of practice-teaching of B.Ed. students undertaken in our Teacher Training Colleges. During a career devoted to teaching, I have been giving my thought frequently to such ideas which, starting from my own training in the London Institute of Education, have come to me from time to time, in the course of planning teacher training programmes in the Women's Training College, Dayalbagh, Agra. I, however, felt that the subject needed a carefully planned study.

During the fall of 1968, we held a series of meetings of our Teacher Training Staff to discuss the problem of supervision of Practice-teaching. We discussed the aim that has to be kept in mind, the present practices, their deficiencies, obstacles to be resolved, and ways and means for improvement. We discussed, in this connection the findings of Dr.(Mrs.) G.P.Sherry of our college, in her study of the qualities of teachers, the professional skills, personal

characteristics and academic qualities, which she had undertaken for the Ph.D. Degree. Finally we decided to undertake the study of the problem of supervision under the following heads:-

1. Duties and functions of supervisors,
2. their professional skills,
3. personal characteristics and
4. academic qualities.

As a first step, during April and May 1969, the lesson plans of our student-teachers were analysed, to study the coverage of supervisory remarks as embodied in them. This provided the basic material for work, and a plan was drawn up for undertaking an organized study. This was sent to the National Council of Educational Research and Training for their consideration and acceptance as a sponsored Project. They accepted it and formal sanction was received in Jan. 1970. Work, however, could only be taken up in earnest in August that year with the appointment of a Research Assistant and a second Research Assistant was appointed in April '72. Tours were undertaken by them for collection of data and field studies. Lesson-plans of student-teachers in various Teachers' Training Colleges were analysed and discussions held with teacher-educators there to obtain their views.

A rating scale was then worked out and sent to experienced Senior Educators in various universities and institutions

and on receiving their replies and reactions, norms for efficient supervision were evolved. All this work took a longer time than that originally estimated. The tenure of the project having in the meanwhile ended in Feb. 1972, sanction for extension was applied for. This was granted for a period extending upto to Dec. 1972. A further extension was agreed to and the Report was completed in Feb. 1973.

It is with a sense of deep satisfaction that this report is being submitted to the National Council now. The work that has been done will, in our opinion, prove very useful to Teacher Educators in planning out supervision of practice-teaching in Teacher Training College. In any case, it will focus attention on this important aspect of teacher training so as to promote further study and research in the light of experience.

I must with grateful appreciation acknowledge the unstinted help and cooperation rendered by the staff of the Women's Training College, Dayalbagh, by the Principals and Staff of Teachers' Colleges and of Departments of Education affiliated to Agra University, by the Heads and Teachers of Practising Schools attached to the above, and by student-teachers in making it possible to complete this valuable project. I am particularly thankful to Dr.(Mrs.) G.P.Sherry in making available her thesis on "A Battery of Psychological Tests for prediction of success in Teaching", and for her readiness to guide and assist others engaged in the project,

to Dr. R.P.Varma for designing all the tools employed in the study, for processing all the data and for writing out the final report, Mrs. Mamota Das, Km. Krishna Misra, Mr. O.P. Sharma and Mrs. Asha Lal, Research Assistants who rendered valuable help in collecting and processing the data. I must however express my greatest debt of gratitude to the Revered Professor P.S.Naidu who guided and nursed the entire project from its very inception by placing his mature experience and profound learning at the disposal of the staff engaged in the project, and without which we may still have been wading through troubled waters. Last and certainly not the least is the immense gratitude we owe to the National Council for Educational Research and Training for having accepted the project for its grant-in-aid and for giving us all the time we needed to bring it to a successful completion. I must in the end offer my humble devotion at the feet of the Supreme Father for having granted us the patient perseverance and inspired team-spirit which are so essential for the accomplishment of a purposeful project.

S. P. Sukhla
(S.P.SUKHLA)

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CHAPTER I.

INTRODUCTION

Importance of the Teacher Training Programme:

It is often asserted that teachers are born, and 'cannot be produced by teachers' training institutions', yet, no progressive country which desires rapid social and economic changes can remain contented with the services of a few born teachers. She has to endeavour very hard to produce a large body of competent teachers dedicated to serve the nation faithfully through the powerful instrumentality of education. The national objective^{of} producing competent and dedicated teachers can be achieved through the organisation of teachers' training programmes. Emphasising the need for a sound programme of teacher education, the Education Commission observes, "A sound programme of Professional Education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends, because the financial resources required are small when measured against the resulting improvements in education of millions."¹

Teacher Training at the Secondary level

Although the teachers' training programme is very important for the preparation of competent teachers at all the stages of the educational ladder, yet it is decidedly most important at the

1. Report of the Education Commission (1964-66), Government of India New Delhi, p.67.

(Note: Foot-notes have been numbered page-wise and not chapterwise.)

secondary level. The teachers' training programme for the prospective secondary school teachers acquires special weightage from the fact that the secondary stage occupies the central place in the educational ladder. It is the terminal point in the educational career of most of the students in this country who either take up some vocational training and enter their life as 'followers' in their vocations, such as compounders and nurses in the medical profession, overseers and technicians in the Engineering profession etc., or take up some private business or parental trade or occupation. Some of the matriculates and those who have passed their higher secondary examination, go to the primary school teachers' training institutions and work as teachers in these schools. Secondary schools also serve as feeders for the higher stage of University education. Therefore, if secondary education is defective or inadequate, it is likely to affect the efficiency of work both at the higher and lower levels of life's work system.

Unfortunately, "the secondary education has generally been considered as the weakest link in the Indian educational chain".¹ The reasons for this weakness are manifold. The educational policy of the Government, the administrative system, the society, the mass media of communication and the teachers - all are responsible for this sad state of affairs, may be in varying degrees. A part of this responsibility devolves on the teachers' training institutions also, because it is these institutions which prepare the teachers for the secondary schools. Any radical improvement in teachers'

1. Kabir, Humayun, Education in New India, London, George Allen and Unwin Ltd., 1959, p.42.

training programme alone may not help produce competent and dedicated teachers, yet it can make a far-reaching impact on the future teachers. It seems, therefore, desirable to review the existing teacher training programmes and assess how far the present programme lags behind the ideal one which the present day efficient and experienced teachers of the training institutions conceptualize.

The B.Ed., Course -

The course of the training or education which the prospective teachers of the secondary schools undergo is generally organised by the universities or their affiliated colleges. Some universities award the B.Ed. (Bachelor of Education) and some the B.T. (Bachelor of Teaching) degree. In addition to the Universities, the Department of Education, Government of Uttar Pradesh runs the L.T. (Licentiate in Teaching) course, through the Central Pedagogical Institute, Allahabad, and a few training Colleges in the State. This latter course is equivalent to the B.Ed., or B.T., course for the purposes of seeking admission to the higher stage of teacher education and also for entering the profession.

The B.Ed., or B.T., or L.T., programmes invariably consist of two sections viz., (i) a course in theory, and
(ii) practice teaching.

Generally the course in theory consists of five papers, viz. (1) principles of education, (2) educational psychology, (3) contemporary problems of education/history of education (4) administration and health education and (5) general and particular methods of teaching. Practice-teaching consists of teaching about 50 lessons

in two school subjects.* In some universities as many as 80 lessons and in some as few as 25 lessons are prescribed.** It is generally expected that all the lessons given by the student-teachers will be observed and supervised by the teachers of the university department of education/training college. In addition to the teaching work, the student teachers are also expected to acquire skill in the preparation of material aids and complete some assignments in educational chart making or in art and craft. The purpose of this part of the B.Ed. programme is to equip the prospective teachers with the requisite professional skills.

The B.Ed. course is a nine-month course. Generally, it starts in the last week of July or the first week of August and ends in the last week of April of the following year. About 200 working days are available to impart this training (both in theory and practice). Student-teachers are evaluated in theory and in practice separately and they are awarded two grades, one for their achievement in theory and the other in practice. But, the weightages given to the two evaluations are unequal. Generally, the theory examination carries 600 marks and practical examination 200 marks. The mode of evaluation of the theory content of the B.Ed. programme is through a system of external examination. A few universities

* In a few universities e.g. Meerut and Agra, there is provision for teaching only one school subject at an advanced level. In such cases the teaching of the methodology of that subject is also done at the advanced level.

** Srivastava R.C. 'Evaluation of Practice teaching in Teacher Training Institutions', Delhi, Central Institute of Education, P.92.

(for example Delhi and Rajasthan) assign 25% marks in each paper for sessional work in theory and the evaluation of this part of the paper is internal. In Rajasthan University, the marks of internal assessment are shown separately but in Delhi University, they are added to the external assessment.

The assessment of practice-teaching is done partly on the basis of internal evaluation and partly on the basis of external examinations. In most of the Indian Universities 200 marks are assigned for practice-teaching. Out of this, 50 marks are assigned for sessional work including the preparation of educational charts, participation in co-curricular activities of the college, and sometimes' good behaviour. 150 marks are assigned for the student-teachers' performances at the final practical examination when they teach two lessons of their choice and also to a class of their choice. These two lessons are examined by a panel of three examiners: two external and one internal, each of whom awards marks out of a maximum of 50. In some universities, the marks for the sessional work are sent to the University in advance of the practical examination, but generally the total evaluation is done by the three examiners at the final examination. The Central Institute of Education, Delhi, is perhaps the only institute in this country where the evaluation of the practice-teaching is completely internal.

Place of practice-teaching in the B.Ed. Programme:

Practice-teaching forms an integral part of the B.Ed. programme. It is through this programme that inculcation of

proper professional attitudes, values, personality qualities and skills among the student-teachers is achieved. This programme is intended to give the prospective teachers a first hand experience in class-room teaching, maintenance of discipline among the pupils and participation in general school life. Student teachers are supposed to pick up the ethos and spirit of their future profession. Moreover, the student-teachers, after getting acquainted with the realities of the situation in the course of their practice-teaching, may gain some idea of their profession in terms of its status, service conditions, role, future prospects and security of service. Thus, it is seen that practice-teaching is really the most important aspect of the teachers' training programme. It is through this programme that the culture and traditions of the training institutions are passed on to the future generation of teachers. It is the most suitable means by which innovations in the teaching profession could be made and a break through in die-hard traditions achieved.

The importance of the practice teaching is fully realised when it is borne in mind that knowledge acquired through books does not influence behaviour, unless it is practically and deliberately transformed into activity under suitable conditions. It is the repetition of a behaviour pattern which reinforces it and makes it a permanent feature of the work style of a man. In other equivalent professions such as medicine, engineering and law, the new trainees undergo an apprenticeship course in which they get ample opportunity to work under realistic situations,

and to foresee the exigencies of the future work of the profession.

The prospective teachers should be given ample opportunity to try out their theoretical knowledge in the actual realistic situations. It is this practice which creates confidence among them about the worthwhileness of their training and effectiveness of the methodology of teaching followed in the training colleges. Without this experience they cannot work in the profession with reasonable independence, initiative and assurance of success. Hence, it seems justifiable to say that practice teaching has a very significant and vital role to play in the teacher-education programme.*

Organisation of practice-teaching

How is this important part of the teachers' education programme carried out? The following are some of the several practices followed in the training institutions to impart experience of teaching to student-teachers:

Block teaching.-

In most of the training colleges practice-teaching is done in two blocks. Lecture work is suspended altogether during this time and student-teachers go for their practice-teaching to some higher secondary or junior high school to which they are assigned. The student-teachers generally give one or two lessons to a class per day during this period. The first block teaching is usually held in the months of August, September and October for about 12 to 40 working days. The second block teaching is held in the months of January and February for the

* The expressions 'teacher education' and 'teacher education-and training' differ in their connotations but they will be used here interchangeably.

same period.

In some institutions the practice-teaching is held in one block only. Sometimes, the block teaching is done in the months of May and June after the theory examinations are over.

Continuous practice-teaching

In some institutions the teaching of theory papers and the practice-teaching go on side by side. During one part of the day (usually in the morning) the student-teachers go for practice-teaching and during the other part (usually in the evening) they assemble for the theory classes.

Intermittent teaching

In some institutions one or two days of the week are fixed for the practice-teaching when the student-teachers and teachers of the college go out to the schools. On the other days they carry on the theory work.

Internship

Internship programme of carrying out practice teaching is of recent origin in this country. It is followed by the four Regional Colleges of Education at Ajmer, Bhubaneswar, Bhopal and Mysore. In this scheme, the student-teachers are attached to some cooperating schools for an extended period, sometimes far away in other cities. There they work as apprentices in the school and gain experience in all the activities, curricular and co-curricular, of the school. Some experienced teacher of the school or some teacher of a training college, if one is

there on the spot, guides the student-teacher and supervises his work. The coordinator-supervisor of the mother institution (the training institution to which the student belongs) also visits the cooperating institution and tries to understand the difficulties of the interne. As yet, the advantages of this practice have not come to the notice of the teacher educators. But, it is commonly felt that the financial implications are vast and that it is not possible for the ordinary teachers' training institution to implement this programme.

These are, in the main, the modes of organising the practice-teaching programme in the teachers' training institutions in this country.

Supervision of practice-teaching

The practice-teaching is guided and observed by the teachers of the training colleges/B.Ed. departments. Each teacher generally supervises six to sixteen student-teachers per day wherever block teaching is done. Agra University has set up the norm that the teacher-student ratio should be 1:12. Usually, the teachers guide the student-teachers in the preparation of lesson notes in the subjects of their own specialization. But, here it may be noted that sometimes the teachers guide the student-teachers in a subject which they themselves have studied only upto the first degree level. In some universities there is provision for the appointment of 'methods masters' or subject specialists who have taken the Master's Degree in the subject.

It has been often found that most of the supervisors devote much of their effort in developing among the student-teachers only formal skills in executing the mere methodology of teaching a subject. Very little effort is devoted to the maintenance of the desired standard of knowledge of the subject matter. Perhaps it is assumed that since the students are graduates or post-graduates in their teaching subjects, they possess adequate knowledge of the subject matter. But a very significant point is missed in this assumption. The level of knowledge and understanding needed for teaching is entirely different from that needed for passing a university examination. With all the well-known limitations of the examination system, it would be, by and large, presumptuous to assume that the graduates and post-graduates can successfully teach the concepts, processes, symbols, and inter-relationships involved in the content of their teaching subject. Therefore, it may be said that the student-teachers' knowledge of the content is very inadequate for the purposes of teaching.

The second phase of the supervisory role of the teachers of the training colleges is to observe the student-teachers in action. Here, generally the supervisors watch two to five lessons per period. Sometimes, the supervisor enters the classroom, puts down a cursory remark in the criticism note-book or lesson-plan note-book and goes out. These remarks are sometimes quite unprofitable to the student-teacher. For example, sometimes supervisors write the remark that 'the teacher was proceeding on right lines', 'The lesson was taught',

'the teacher was giving a model reading' and so forth. Such remarks only bear testimony to the fact that the supervisor observed the lesson casually.

Although guidance in the preparation of the lesson notes is given by the specialists in the subject, generally no special qualification is demanded for the supervision of the teaching. Lack of adequate number of subject specialists when the students are spread over a number of practising schools, the fear of a bias coming in the way of objective evaluation of the student-teachers' sessional work, and the claim of the supervisors that they can evaluate the student-teaching without any reasonable knowledge of the subject matter and certain administrative considerations are often put forward as excuses for this serious lacuna. A supervisor, however, efficient and experienced, can hardly do justice to the student-teacher if he himself is ignorant of the subject matter that is being taught. What he can appraise is the methodology of instruction, behaviour of the student-teachers, class-room discipline and general socio-emotional climate of the class-room.

Despite the limitation of this practice, it is followed, by and large, in all the universities and teachers' colleges.

Unsatisfactory nature of the current practices:

The Education Commission (1964-66) reviewing the major weaknesses of student-teaching observed, "At present student-teachers are commonly required to give a specified number of isolated lessons, many of which are often unsupervised or

ill-supervised. The practice of continuous block teaching is adopted only in a few institutions and its organisation still leaves much to be desired".* The commission have very clearly pointed out the fact that student-teaching is often 'unsupervised or ill-supervised'. And it can be safely asserted that this practice has not improved in any appreciable measure, since the commission presented their report.

It is a common feeling that all is not well with the supervision of the practice-teaching work, now done in the training colleges. It is the weakest link in the teachers' training programme, weakest because it makes the least impact on the professional education of the prospective teacher. An illustration of this weakness may be found in the student-teachers' behaviour in their first job. The first thing that most of them vehemently denounce when they enter the teaching profession, is the artificial and impractical methodology of teaching followed in the training colleges. Very soon they consciously or unconsciously lapse into the illiteracy of training college methodology and pick up the methods of teaching which are prevalent in the school. There is thus total wastage in teacher education. The only purpose that this grand organisation serves is that of certification. The student teachers get a degree which helps them in finding a job.

* Report of the Education Commission (1964-66) Ministry of Education, Government of India, New Delhi, 1966 p.74.

Thus, it is seen that the training colleges are failing in their duty to produce teachers who have faith in their professional knowledge and skills and who can confidently act on them in future. The part of the teachers' training programme which is largely responsible for this sad state of affairs is the practice teaching programme.

The need for understanding this chronic and serious malady of the teachers' training programme and curing it is urgent and imperative. No malady can be cured unless its nature is clearly and fully understood. It seems reasonable, therefore, to spell out the present programme of practice teaching and its weakness as objectively as possible.

It is rather disappointing to find that as yet no systematic attempt has been made to survey the existing modes of practice-teaching, and of guiding and supervision followed in this country. A review of the literature available in this area will largely substantiate this apprehension.

Survey of related investigations

I. Some work has been done by the department of teacher-education (NCERT) in collecting information about the systems of practice-teaching and evaluation adopted in teachers' training colleges. The sources of information are the seminars on "student-teaching and evaluation" organised by the Department. Here each seminarian was required to present a report on the system of practice-teaching followed in his/her institution.

The reports of the seminars present a brief summary of the practices followed in the Universities of this country. In all, these reports covered 220 secondary training colleges in the country. A few excerpts from the report are given below -*

(1) Vikram University

The supervisor has to supervise all the student-teachers teaching different subjects. Sometimes the supervisor has to supervise five to seven student-teachers in a period of 35 to 40 minutes. This results in a great strain on the mind of the supervisor.

Generally 70% of the lessons are supervised.

(2) Govt. College of Education, Jabalpur

Every supervisor generally supervises 5 to 6 lessons per day. Sometimes in one period he supervises more than one lesson.

(3) Shiksha Mahavidyalaya, Ghatampur.

The student teacher teaches only one period per day. The supervisor observes two student-teachers, per period.

(4) Govt. College of Education, Khandawa.

Each supervisor observes the lesson for two periods. In each period he observes two to four lessons. He is expected to supervise the lessons in all the subjects.

(5) Hari Shanker University, Raipur

Each supervisor has to supervise 6 to 8 lessons per day. A speciality of the college is that there is freedom for the teachers to work according to their convenience.

*NCERT, a workshop on student teaching and evaluation, No.XII, 1970, p.1.

(6) Gorakhpur University.

Degree College, Pratappur

A supervisor supervises all the students in a practising school. He sees three to four student-teachers per period. Generally 70% to 75% of the lessons are supervised.

(7) Kanpur University (DSE College, Unnao):

Theory lectures and practice teaching proceed simultaneously. In all 40 supervised lessons in two school subjects are given by the student-teachers during the course of training.

(8) Agra University (Ganidundwara College, Ganidundwara, Distt. Etah):

The lessons are supervised by the methods-master who also supervises lessons in the subjects other than his speciality. Generally, the supervisor has to supervise 4 to 6 lessons in one period.

(9) Meerut University (K.V. Degree College, Meehrra):

A supervisor is expected to supervise each student under his charge in each period. However, they are rotated in the next week in order to familiarize them with each student. Supervision and checking of lesson plans are done, thoroughly in the beginning, but in a relaxed manner at the later stages.

(10) Meerut University (J.V. Jain College, Saharanpur):

On an average between 16 to 20 pupil teachers are assigned to each practising school. One staff member of the B.Ed. department is deputed to one practising school for the day. There he supervises lessons in all the subjects, paying

more attention to the lessons in his own subject or subjects. Each member of the staff does duty at each institution for one or two days a week by rotation. The head of the department visits any one institution each day, thus making the supervision more intensive on that day in that school.

The above passages regarding the system of supervision prevalent in a fairly large number of universities of Uttar Pradesh and Madhya Pradesh, clearly show that supervision is not adequately and satisfactorily done. Very few training institutions have their own practising schools and generally the supervisors supervise lessons in subjects other than their own. The supervision of 4 to 6 lessons per period of 40 minutes each cannot be said to be satisfactory by any stretch of imagination.

Again, it may be remarked here that these data about the supervision of practice-teaching are sketchy and liable to be biased, because they are based on the reports given by a member of the teaching staff (supervisor) in a seminar away from the institution. The tone of reporting often depends on the loyalty of the member to his institution as well as the general trend of reports submitted to the seminar. The data therefore, are of doubtful validity and reliability.

II. Dr. K. G. Rastogi (1969) of the Central Institute of Education, conducted a study on Supervision of Practice Teaching done by the student-teachers of "the B.Ed. course through correspondence." He formulated the following objectives of this

study.*

(i) To find out the extent to which the supervision of the student-teachers under the B.Ed. correspondence-course was done both by the school principals, and staff of CIE.

(ii) To assess the nature of supervision done in terms of the followings:-

(a) Supervision remarks per supervised lesson;

(b) Coverage of supervision remarks, and

(c) Types of supervision remarks.

(iii) To make a comparative study of the supervision by the school principals and staff of CIE as regards (a) different school subjects, (b) men and women student-teachers and (c) teaching experience of students.

Sample:

The study was based on the analysis of the following data (a) 364 lesson plan note-books, of which 269 were of men and 95 of women student-teachers;

(b) 3200 lesson plans, 2400 of men and 800 of women student-teachers;

(c) 1778 supervised lessons, 1317 of men and 461 of women student-teachers, and

(d) 7160 supervisors' remarks, 4908 of men and 2252 of women student-teachers;

The findings of this study which are relevant to the purposes of the present investigation are briefly presented

*Rastogi, K.G. Supervision of Practice Teaching. Central Institute of Education, Delhi, (NCERT) 1969, pp. 112.

below -

Findings:-

Rastogi found that the principals of the practising schools who were required to supervise the teaching of the students of their own schools, discussed the lessons of 95% of men and women trainees. 5% of the trainees could not benefit from their guidance at all. On an average, only six lessons of a trainee were discussed by the principals. On the other hand, the CIE staff discussed the lessons of 98% of men students and 99% of women students and the average number of lessons discussed by the CIE staff for both men and women students was only three. Thus, on an average, only 9 lessons of students were discussed taking into consideration the lessons discussed both by the Principal and CIE Staff. In some cases only one lesson was discussed by the CIE Staff as well as the principals.

Rastogi found that the CIE staff and the principals of practising schools accorded different weightages to the various aspects of the practice-teaching by the student-teachers. The following table presents his findings:-

| <u>Weightage for -</u> | | | | | |
|------------------------|-----------------------|-----|-----------------------|-----|--|
| Men | | | Women | | |
| High | Development of lesson | 19% | Development of Lesson | 16% | |
| | Question and Response | 15% | Question and response | 13% | |
| | Use of blackboard | 11% | Overall performance | 12% | |

Weightage for -

| | Men | | Women | |
|-----|----------------------|----|----------------------|------|
| Low | Assignment | 1% | Assignment | 1% |
| | Subject matter | 2% | Subject matter | 2% |
| | Recapitulation | 3% | Recapitulation | 2% |
| | Use of material aids | 3% | Use of material aids | 2.5% |

The above findings make it clear that there is very little difference on the basis of sex in laying emphasis on the different aspects of supervision. Greater emphasis is laid upon the cultivation of the professional skills than on the acquisition of knowledge.

Rastogi categorised the supervisory remarks into four qualitative types, viz., appreciative, suggestive, negative and neutral. He found that most of the remarks given by the principals were appreciative (84% for men, 78% for women) only 11% of the remarks were suggestive, both for men and women students. The negative remarks (which were critical in nature) were only 3% and 7% for men and women respectively. The neutral remarks were rare, 2% for men and 4% for women. Although the CIE staff also gave mostly appreciative remarks, they did not do so as overwhelmingly as the principals. In their case, appreciative remarks were given for 80.5% of men and 82% of women, suggestive remarks for 37% of men, 37.5% of women and negative remarks for 12% of men and 10% of women. It is interesting to find that the CIE staff gave no neutral remarks.

The percentage of men students supervised by the CIE staff was only 20, and that of women students 46. Generally, CIE staff supervised the lessons of women students more frequently than those of the men students.

Rastogi surveyed the supervisors' remarks on the lesson notes and teaching of the student-teachers of the correspondence course only. His study reveals surprisingly that very little attention is paid both by the principals of the practising schools and the CIE staff to the practice-teaching programme.

III. Shri R.C. Srivastava, also of the Central Institute of Education, Delhi, conducted a study on "Evaluation of practice-teaching in Teachers' Training Institutions."¹

He collected information from eighty two heads of secondary teachers' training institutions in nine states of the country, viz., Delhi, Gujrat, Haryana, Jammu and Kashmir, Maharashtra, Madhya Pradesh, Panjab, Rajasthan and Uttar Pradesh, and also from two hundred student-teachers of ten selected teachers' training institutions. His findings relevant to the present study are given below -

A majority (81.7%) of the institutions have some system of internal assessment, but total internal assessment of practice teaching is found only in 8.6% of the institutions and complete external assessment in 18.3%. Most of the institutions which have some system of internal assessment do not give

1. Srivastava, R.C., "Evaluation of practice teaching in Teacher Training Institutions," Central Institute of Education, Delhi, 1970.

any more than 50% of the total marks of practice-teaching to it.¹

The examining agencies have not defined the scheme of distribution of marks over the different aspects of the evaluation of practice teaching and the institutions were free to develop or not to develop such a scheme.

The institutions surveyed also (except 8.6%) have no scheme of distributing marks of internal assessment over the various aspects of the evaluation of practice-teaching. There is no common pattern of distribution of marks even in the few (8.6%) institutions which have distinctly distributed the marks over these items.

"The examiners of final examination of practice in teaching/class teaching in the 100% external, and the external examiners in the mixed internal-external evaluation system, who are persons from outside the institution do neither assess the sessional work of student-teachers, nor are obliged to consider the recommendations of award of mark/division made by the supervisors of student-teaching through the head of the institution. These examiners usually rate the student-teachers on the basis of their observation of the two final lessons taught by them."²

1. Ibid p. 95.

2. Srivastava, R.C., "Loc. Cit.," p.97.

These facts noted by Mr. Srivastava throw light on the kind of consideration given to the sessional work in the final assessment of the practice teaching. Firstly, it is considered only a routine work which is to be done, because it is prescribed in the syllabus. The investigation does not indicate if the personality characteristics of the student-teachers are evaluated or not. It also does not throw light on the professional skills and academic qualities which are developed among the student-teachers during the course of training.

The Need for a deep probe into Current Practices

After reviewing the literature available on the current supervisory practices, the investigator was convinced that no serious and penetrating work has been done in this area. No study ever attempted to find out the desirable personality characteristics, professional skills, and academic qualities which the training institutions try to develop among their student-teachers. Also, the supervisory behaviour in respect of guidance and supervision of the practice teaching was never spelled out. Hence it was strongly felt that current supervisory practices should be evaluated with a view to suggest measures for improving them. The investigator, therefore, undertook the present project for conducting the evaluation.

CHAPTER II.

FEEL OF THE PROBLEM

Introduction

The chief investigator had the opportunity to undergo a course of teacher training in an Institute of Education of London University. Her experience in the Institution highlighted the great difference between supervisory practices in England and in India. There, the teachers of the practising schools have a say in all matters of student teaching, rather, they set the tone of practice teaching done by the student teachers. And student-teachers had considerable freedom for experimentation. Great stress is laid on the acquisition of professional skills, attitudes, values, and academic qualities. Here, in India, the training programme is carried out only to meet the formalities of certification.

Pondering over this difference during the tenure of her principalship of Women's Training College, the investigator became more and more convinced that the supervisory practices in India needed improvement in all their aspects, if the training colleges were to produce efficient teachers. Of all the dimensions, the most significant is the interpersonal relation between the supervisors (teachers of the training colleges) and the student-teachers. A fresh graduate from a non-professional liberal arts or science college forms an

idea of the strengths and weaknesses of the teaching profession from the behaviour of the supervisor in the training college. If he is inspiring, sympathetic and helpful, the student-teachers learn to be inspiring, sympathetic and helpful to their students in their turn. On the contrary, if he is critical, dominating or dull he makes no impact or makes an adverse impact on the personality of the student-teachers. A teacher cannot pass on to his students skills and abilities which he does not possess himself. The idea that the present system of teacher training results in the turn out of inefficient and incompetent teachers on a mass scale with undesirable attitudes towards the profession and without a sense of dedication, has always been troubling her mind. With this insistent feeling of dis-satisfaction, not so much with the achievement of the student-teachers, as with the professional behaviour pattern of the supervisor, the investigator decided to take up this project.

Statement of the problem

The problem for investigation finally decided on was "An evaluation of the current supervisory practices". The terms 'evaluation' and 'supervisory practices' as used in this project are clarified below -

Evaluation

The concept of evaluation is different from those of 'measurement', 'assessment' and 'examination'. 'Evaluation' always implies the determination of the extent to which the

objectives of the activity formulated in advance, have been achieved by executing the activity. It means that the extent of desirability of the outcomes of the educational process under examination is invariably found out when its evaluation is done. In the present context, 'evaluation' means three things; first, it means the specification of those aspects of teacher-education with which this study is concerned, second, it means the formulation of the ideal norms of behaviour and third, the determination of the extent of the gap between the ideal and the actual state of affairs in the selected aspects of teacher-education with which the study is concerned. In other words evaluation comprises,

- (i) description of the current supervisory practices;
- (ii) formulation of ideal supervisory practices, and
- (iii) the determination of the gap between (i) and (ii)

Current Supervisory Practices:

Before the conceptual basis of this expression is explained, it is desirable to say a word about the concept of 'supervision'. The term 'supervision' literally means "direction, inspection and critical evaluation" (Webster's Dictionary). In the field of education, the term is generally used in two senses. Firstly, it connotes the supervision of the work of a subordinate by his superordinate, for example the supervision of the work of teachers by the principal/head of the institution or by the inspector. Here, the relationship is generally rectilinear arranged vertically. Each person occupying a higher position in the hierarchy of statuses supervises the

work of the one below him. Secondly, the term 'supervision' is used to connote the role of the teachers of the training colleges or departments of education where teachers' training is carried on, in relation to the practice-teaching programme. Here, the teachers of the teachers' training institutions guide the student-teachers, observe their class room teaching and evaluate their performance. The term 'supervision' is used in the second connotation in this study. The investigator is concerned with finding out the kind of work the teachers of the training college/departments of education (herein after called 'supervision') do in relation to practice-teaching.

The activities of the supervisors falling in this area have been termed as "Supervisory practices". The qualifier 'current' denotes that the investigator is concerned with the present and not the past models of practice-teaching. This she hopes to determine by considering the opinions and responses, not only of the regular supervisors, but also of those who are currently related to the teaching practice programme in one capacity or the other, and who though not actually doing the supervision work day to day are yet associated with the student-teaching programme, may be only as examiners.

Delimitation

The study was delimited to the following aspects of supervision:

1. Organisation and administration of supervision work

Under this head the study was delimited to the investiga-

tion of basic facts about the establishment of the Training College/B.Ed. Department included in the sample, its teachers, administrative staff, its library and general organisation of the practice-teaching programmes.

2. Guidance:

Supervisors correct the lesson notes of the student-teachers and also give a number of suggestions to help them carry out the class-teaching. These roles of the supervisors have been termed as 'guidance'.

3. Supervision:

Although the entire set of roles of the supervisor in regard to the practice-teaching programme is usually defined as 'supervision', yet in this study the actual observation of the student-teacher's behaviour in the class room when he is actually teaching, has been termed as 'supervision'. Thus, the term has been used in a narrow sense here. But, the two connotations of the term will not confuse the reader as the latter connotation is specific and will be clear from the context.

4. Professional skills:

The term 'professional skills' means those skills which help a teacher in communicating his ideas to the students easily and effectively. For example, the ^{use} of the black board, the skill to draw sketches, to prepare material aids and to maintain class discipline are professional skills. Here, 'Professional skills' stands for the professional skills of the supervisors

themselves.

5. Personal characteristics

Personal characteristics go a long way to make an efficient supervisor. In this study a few characteristics which are highly relevant to the teaching profession have been concluded, such as smartness, alertness, sympathy, sense of justice, respect for individuality etc.

6. Academic qualities

Often it is remarked that supervisors are static, that they lack the aptitude for research and that they do not possess regular study habits, nor do they care to subscribe for professional journals or magazines, because they are not interested in academic work. To survey the extent to which these criticisms are true, the study of the academic qualities has been undertaken in this investigation.

Sample:

This study was delimited to the supervisors of the training colleges/departments of education in institutions affiliated to Agra University. (Vide Appendix I)

Aims and objective of the project

1. To analyse the job of a Supervisor.
2. To survey the current supervisory practices.
3. To formulate -
 - (a) the duties and functions,
 - (b) the professional skills,

(c) the personality characteristics and
(d) the academic qualities
of an efficient (ideal) supervisor.

4. To estimate the nature and degree of the lack of
congruity between 2 and 3 and
4. To suggest ways and means for bridging the gap
between 2 and 3.

CHAPTER III.

JOB-ANALYSIS OF SUPERVISION

Job-analysis of supervision is the first of the objectives of this study enumerated in the last section of the ^{second} first chapter. This analysis was done by means of group discussions among the members of the department of education of Women's Training College, Dayalbagh, in a series of meetings.

Job-analysis means collection of "information about general duties and responsibilities of workers, the specific activities that they engage ⁱⁿ in the job, their status and relations in the administrative organisation, their working conditions, and the nature and type of their facilities. Descriptions of the education, specialized training, experience and salaries of workers and the knowledges, skills, habits, health standards, and the behavioural traits that they possess may be sought. The data gathered help researchers describe the current practices"¹

Taking a clue from the above mentioned definition of the term 'job-analysis', the committee, in its eight sessions, broadly grouped the aspects of the job under the two heads, namely, (i) aspects pertaining to the

1. Van Dalen, Deobolds "Understanding Educational Research, An Introduction", New York, McGraw Hill Book Company, 1962, p.190.

requirements of the job, and (ii) aspects pertaining to the personal characteristics of the supervisor.

I. Job aspects pertaining to the requirements of the job

Under this rubric the duties and functions of the supervisor were listed as indicated below -

(a) Duties and functions in relation to the practising schools

The supervisor interprets the training college programme, with reference to the practice-teaching, to the principals and teachers of the practising schools. He establishes cordial relations with the staff of the schools and treats it as a partner in the student-teaching venture. He gets the relevant portion of the syllabi from the teacher of the practising school and passes it on to the student-teacher, and also fixes up the time-table of the student-teacher in the practising school.

(b) Duties and functions in relation to Guidance

The supervisor assigns the student-teachers to the different practising schools and helps them choose a class or classes for teaching. He guides them in the selection of subject-matter, divides it into units and subdivides the units into teaching lessons. He helps them determine the teaching points involved in the lesson. The supervisor guides the student-teacher in the preparation of the bibliography which the latter should consult for the preparation of the lesson-notes in order to bring his knowledge

upto date. He corrects the lesson-notes in respect of arrangement of the subject-matter in proper order of methodology of communication (questioning, narration, illustrations and use of material aids) and of assessment of the success of the lesson through recapitulatory questions. The supervisor also helps the student-teacher to pronounce difficult words correctly and to rehearse the lesson plan in order to check the intonation and modulation of voice in language lessons. In science lessons, he guides student-teachers in doing an experiment in advance, if it is to be demonstrated in the class. In short, he guides the student-teacher fully in preparing the lesson in advance, so that he may teach the pupils effectively in the class-room.

(c) Supervision

The supervisor watches the student-teacher when he is teaching the class. He notes down the errors committed by the student-teacher. He evaluates the student-teacher's success in communication, the standard of his professional skills, such as black-board writing, black-board summary, art of questioning, class cooperation, and the socio-emotional climate of the class-room. The supervisor also evaluates the adequacy of the knowledge of the subject matter possessed by the student-teacher, and his personality characteristics, such as his attitudes and temperament.

II. Job aspects pertaining to the personal qualities of the Supervisor

In this context the committee of the members of the

B.Ed., staff decided to list the personal qualities of the supervisors under the three heads:

- (a) Professional skills.
- (b) Personality characteristics. and
- (c) Academic qualities.

(a) Professional skills:

The following items of the teachers' professional skill were considered important for a supervisor:-

He should be able to understand the student-teachers, should use the black-board properly and should have the capacity to organise subject-matter systematically, and should have facility in sketching and should be able to use illustrations. His own speech should be modulated and effective; his pronunciation should be good both in Hindi and English and he should be able to express his ideas fluently and effectively. He should know how to handle audio-visual aids such as the projector, the tape-recorder and the camera, and should know how to prepare charts, models and other aids. The supervisor himself should show interest in the children and be prepared to teach them as and when he gets a chance to do so. He should be able to give good demonstration lessons, because these lessons serve as models for the student-teachers. The supervisor should also know how to identify the problems of the individual child. His work habits should be neat and tidy. The most important professional skill of the supervisor is that he should be able to face resourcefully the awkward situations arising in the

class-room. Above all, he should be readily accessible to his students.

(b) Personality Characteristics

In order to inculcate the proper attitudes, values and interests in the student-teachers, a supervisor himself should have a number of desirable personality characteristics such as smartness, enthusiasm, sympathy, honesty, sincerity, cooperation, friendliness, self control etc.¹

(c) Academic qualities

A supervisor should also possess certain academic qualities and study habits to make himself efficient in his profession. He should have a favourable attitude towards research. He should be able to procure a book he wants to read, should devote some leisure for serious reading, should have divergent interests, should be able to subscribe to a few periodicals and journals, should have specialized in some branch of education, and should participate in seminars and academic meets with the attitude of a learner. He should organise and participate in group discussions within his own department or with the other allied departments of the college. It is highly desirable that a supervisor be engaged in some research activity (whether it is action research or some other research study) of significance.

The supervisor has a number of other roles to play,

1. A list of desirable personality qualities was prepared from the second chapter of the Ph.D. thesis of Dr. (Mrs.) G.P. Sherry entitled "A Battery of Psychological tests for the selection of B.Ed. trainees" (Unpublished Ph.D. dissertation in Education of the Agra University, 1964).

such as that of an organiser of games and sports, of cultural functions and educational excursions, of community work, scouting, girl guiding etc. But these roles were not taken into consideration by us, because they were beyond the scope of the present study.

In this way a ^uthrough analysis of the supervisors' job was done and suitable questionnaires were constructed to collect data about each aspect of the job. These tools and ^usample chosen for purposes of the present investigation are described in the chapter following.

CHAPTER IV.

COLLECTION OF DATA -----

Tools of the study

The following tools were used for collecting the data of this study. All these tools were constructed specially for the purposes of the present project -

1. Lesson Plan analysis chart.
2. Questionnaire 1.
3. Questionnaire 2.
4. Questionnaire 3.
5. Rating Scale, and
6. Observation sheet.

ANALYSIS CHART

As an empirical basis for this study, the remarks given by the supervisors on student-teaching and recorded either in the lesson plan itself or in a separate note book, often called 'criticism book', were analysed. This analysis was done to find out the content and the nature of the remarks. Actually these remarks reflected what the supervisors emphasised in the course of their supervision.

The analysis chart developed to categorize the remarks of the supervisors, was a two-way tool giving (1) The content or subject matter of the remarks, that is, remarks about the preparation of lessons, planning of lesson notes, execution

of the lessons, class-management, use of material aids, personality-characteristics of the student-teacher, and his ability to impart instruction to students and finally an overall evaluation of the students' teaching, and (2) the Quality of the remarks, whether they were suggestive, critical, negative or appreciative.

The analysis chart was developed through the discussions and deliberations carried out by the research committee. All the areas of supervision were spelled out by the members of the committee and they also indicated, in detail, what the nature of remarks should be. The first draft of the chart was given a try-out on a sample of 100 lesson-plan books and new categories of remarks, in respect both of content and qualities, were added to the first draft. If any category of remarks anticipated earlier was not found on actual analysis, it was dropped. (The analysis chart is given in appendix III).

QUESTIONNAIRE 1. was meant for the principals of secondary teachers' training colleges, heads of B.Ed., departments and the supervisors. It was subdivided into two parts of three sections each as detailed below -

Part 1. Section A. This section sought to find out from the principals of T.T.Cs and heads of B.Ed. departments the nature of the general organisation and administration of the training programme in their respective institutions. Items of general information, such as the name of the

institution, date of its establishment, strength of staff, professional and administrative, the number of student-teachers and practices regarding supervision were included in this section. There were 28 items in this section.

Section B. This section was meant for the supervisors (Including principals of T.T.Cs and heads of B.Ed. departments) and was intended to find out facts regarding guidance given by them to the student-teachers in the preparation of lesson-notes, and material aids, selection of practising schools and classes, etc. Items regarding modes of motivating the student-teachers, procedures to develop skill in lesson planning and self confidence among them, were also included in this section of the questionnaire. This section contained ²⁷ 28 items in all.

^C
Section C. This section was also meant for the supervisors and was intended to elicit information about what the supervisors emphasized when they observed the class-teaching of the student-teachers. Items regarding the various kinds of errors committed by the student-teachers were also included and the supervisors ^{were} asked to rate these errors on a five-point scale in regard to their seriousness. This rating was taken under the assumption that supervisors tried to remedy or correct those errors which they rated as very serious. The rating of the errors thus provided information about the supervisory practices.

Other items of this section of this questionnaire were of a miscellaneous nature such as mode of conveying the

supervisors' criticism to student-teachers, the number of lessons supervised and measures adopted by supervisors to develop self-confidence among the student-teachers in their class-teaching. At the end, the supervisors were also requested to suggest ways and means to improve the questionnaire. In all, there were ³⁺47 items in this section of the questionnaire.

Part II. Sections A, B and C. This part of questionnaire I sought information about the supervisors themselves. These three sections were included in the questionnaire under the assumption that the supervisory practices are, by and large, the reflections of the personal characteristics, skills and habits of the supervisors. The supervisors enjoy so much liberty and latitude in respect of their functions that the above assumption seems to be tenable. Moreover, in the absence of any fixed and widely acceptable norms about good supervision, every supervisor follows his own criteria of good teaching and tries to mould his students according to his own personal conception. Therefore, the three sections were considered to be important for the collection of data.

Section A. This section aimed at finding out the professional skills of the supervisors. By 'professional skill' was meant the skills which are essential for good teaching. Included among the professional skills were the ability to understand the student teachers, skill in black-board writing and organisation of black-board summary

and in the use of illustrations, the ability to prepare material aids and the ability to pay individual attention to students. Seeking cooperation of the taught in developing the lesson was also considered as a professional skill. In all, this section of the questionnaire contained ²29 questions.

Section B. This section of the questionnaire includes 20 items about the personal characteristics of the supervisors. These items were mostly about the supervisors' mode of dealing with the students. The items sought information about the supervisor's efforts to make himself popular among the students or to maintain social distance with them, to respect the students individuality etc. Some items were about the attitude of the supervisors towards the students and about interpersonal relations.

Section C. This section of the questionnaire sought to elicit information about the academic qualities of the supervisors, that is, their faith in research, their study habits, their love for new books, journals and magazines, their liking for newspapers and different items of news, the fields of their special interest in education and their publications, if any. In all there were ⁴25 items in this section.

Thus questionnaire 1 sought comprehensive information about the guidance given by the supervisors, their professional skills, personal characteristics and academic qualities.

QUESTIONNAIRE 2 This questionnaire was, by and large, a Hindi version of Questionnaire 1. It was meant to be administered to the student-teachers. It was considered that students were active participants in the teachers' training programme, and they, being mature persons, understood fully the supervisory practices followed in their respective training colleges or B.Ed. departments. The students could also throw light on those aspects of the training programme which might have remained in the dark, if the sources of data were confined only to the supervisors' responses.

In preparing questionnaire 2, Section A part 1 of questionnaire 1, was not rendered into Hindi, as it was felt that students knew very little about the organisation and administration of the teachers' training programme in their institutions. The remaining sections of the questionnaire were recast in questionnaire 2 as follows -

| <u>Questionnaire 2.</u> | <u>Questionnaire 1.</u> |
|-----------------------------|-------------------------|
| Section A Corresponds to .. | Part I. Section B. |
| Section B " | .. Part I. Section C. |
| Section C " | .. Part II Section A. |
| Section D " | .. Part II Section B. |
| Section E " | .. Part II Section C. |

It may be mentioned here that all the items of a given section of questionnaire 1 were not translated into Hindi. If it were found that a particular item of information about

the supervisor was not available with the students, the item concerned was dropped. In this way the number of questions in the two sets of Questionnaires was not identical. (Vide appendix IV).

QUESTIONNAIRE 3. The third source of data about the current supervisory practices were the principals and teachers of the practising schools. It was considered desirable that their opinions about the practice teaching done by the students should be sought. Questionnaire 3 was meant for them.

This questionnaire sought to find out the extent to which the students took guidance from the teachers of the practising schools, and the extent of their cooperation in maintaining class-room discipline. The principals and the teachers of practising schools were also asked to state their difficulties when their classes were taken by the students. Items about the interpersonal relations between the teachers of these schools and the supervisors were also included in this questionnaire which contained 13 items, and a personal data sheet for the teachers. (Vide appendix V).

RATING SCALE:

One specific objective of this project was to establish norms for efficient supervision. Now, only teacher-educators who have considerable experience in the field of teacher education are competent to say as to what constituted an efficient supervisory practice. This rating scale was constructed to elicit the opinion of these experienced

teacher educators.

For preparing the rating scale, the items of questionnaire 1 which sought to find out the current supervisory practices were kept in view. First, the responses of the supervisors to questionnaire 1 were analysed. If the analysis revealed that any practice was being followed in an ideal or efficient manner (by the supervisors), the item concerned was not included in the rating scale. A panel of three experienced teacher-educators decided as to which practices were being followed ideally and these items were dropped. A five point scale was placed against each of the remaining items and the experienced teacher educators rated them as to how important a particular practice was for the purposes of efficient supervision. The rating scale was divided into five sections viz. (a) guidance, (b) supervision, (c) professional skills, (d) personal characteristics and (e) academic qualities. (Vide appendix VI).

OBSERVATION SHEET

An observation sheet was prepared to record the actual class-room behaviour of the supervisors by a panel of experts. (Vide appendix VII).

All the tools described above were prepared scientifically i.e. their blue prints were prepared and discussed in the meetings of the research committee. The draft tools thus prepared ^{were} circulated among the members and their suggestions were incorporated and the tools were tried out on a

sample of 20 respondents. The tools were improved in respect of the language and of its other aspects in the light of the experience gained through the try-out. The final copies of these tools were prepared with care. (~~Vide appendix~~).

With the aid of the tools described above, data were collected from teachers and students who comprised an own sample.

SECTION II.

Sample:

The sources of data for this study were:-

(a) 12 principals of the secondary teachers' training^{institute} heads of the B.Ed. departments of arts colleges. Both these categories of institutions were taken from the colleges affiliated to the Agra University. These principals and heads responded to Questionnaire 1, Part I, Section A. (organisation and administration of the B.Ed. programme). A list of the institutions is given in Appendix I).

(b) Supervisors of the 12 teachers' training institutions which cooperated in this study. These responded to Questionnaire I, Parts I and II (except questionnaire I Part I, Section A).

(c) 282 student-teachers of the same teachers' training institutions. They responded to Questionnaire 2.

(d) 180 Principals and teachers of the practising schools connected with the 12 teachers' training institutions

taken in this sample. The list of these institutions is given in Appendix VIII).

(e) 65 Experienced supervisors taken from all over the country. In this category renowned teachers of the training colleges were included and also responsible persons not below the rank of deputy director in the directorate of education of U.P. and

(f) A Panel of three experts.

Collection of data:

The data from the respondents of categories (a) through (d) were collected by the two research assistants personally. After the preliminary correspondence about the fixture of time, they went to the different institutions listed in Appendix I and got the relevant questionnaires filled in by them. The data were collected during March, April and May 1971

The data from the experienced supervisors¹ were collected through mailed rating scales. The rating scales were sent to them with a covering letter from the chief investigator, under registered cover with a reply paid envelope. In all, rating scales were sent to 120 experienced supervisors and 65 of them returned the scales duly filled in. Thus the return was 54% which can be considered as satisfactory. The data from these supervisors were collected in the months of September, October and November, 1971.

1. For the purposes of this study experienced supervisors¹ were those who possessed a teaching experience of not less than 7 years in some teachers' training college or B.Ed. department.

A panel of three experienced supervisors visited the practising schools to observe the supervisors in action. The purpose of this observation was to watch as to what the supervisors did when they observed the student teacher while he/she was teaching. But, due to the presence of these experienced supervisors inside the class-room, the entire situation changed so much that the supervisors sometimes did not enter the class-room. Since the purpose of the observation by the panel of experienced supervisors was kept secret from the regular supervisors, the panel could not get much from the observation. Therefore, this mode of collecting data from the observation of the actual behaviour of the supervisor inside the class-room had to be dropped.

CHAPTER - V.

CURRENT SUPERVISORY PRACTICES.

INTRODUCTION:

One of the major objectives of this project is to survey the current supervisory practices followed in the teachers' training institutions affiliated to the Agra University. The data collected from various sources and about various aspects of the practices are presented in this and the next chapter. An outline and a preview of the content of this chapter are presented below:-

Outline of the Chapter.

| <u>Section</u> | <u>Content</u> | <u>Source of data</u> | <u>Tools used</u> |
|----------------|--|---|--|
| A | Organisation and administration of the practice-teaching programmes. | Principals, teachers of training colleges and Heads of the B.Ed. departments. | Questionnaire I. Part I. Section A. |
| B | Guidance to the student-teachers. | i) Supervisors | Questionnaire I. Part I. Section B. |
| | | ii) Student-teachers | Questionnaire 2. Section A. |
| C. | Supervision | i) Supervisors | Questionnaire I. Part I, Section C. (Contd..) |

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....Chapter contd..

| <u>Section</u> | <u>Content</u> | <u>Source of data</u> | <u>Tools used</u> |
|----------------|--|--|--------------------------------|
| C | Supervision | 11) Student-teachers. | Questionnaire 2. Section B. |
| D | Supervisors' remarks about students' teaching. | Lesson plan books/ Criticism note-books. | Analysis Chart. |
| E | Cooperation of the practising schools. | Principals and teachers of the practising schools. | Questionnaire 3. |

A Note on the Analysis of Data:

Before the data are presented section-wise, a clarification of the scheme of analysis of data is in order. The responses to the items of the questionnaires 1 and 2 were not presented in comparable forms, because the forms of response are determined by the level of knowledge of the respondents. Demanding any sophistication in the responses of a respondent who is manifestly incapable of giving it is only encouraging guess-work. This increases the unreliability of the responses. Therefore, the response patterns to the questionnaires meant for the supervisors and students presented separately at several places, although the items were the same. For example, at places the supervisors rated the practises on a five-point scale or a three-point scale, whereas the student-teachers only mentioned if the practises were followed or not i.e. their responses were either 'yes' or 'no'.

Another related point of clarification is the comparability of the two kinds of responses to the same item from two different groups of respondents. Here, it is assumed that if a supervisory practice is strongly followed in an institution, most of the student-teachers would be familiar with it and a high percentage of them would report its existence. On the other hand, if the practice were only nominal and peripheral, it is likely that most of the student-teachers are unaware of it and would report its non-existence. It is on this assumption that the responses of the supervisors and student-teachers were compared, although they were not identical in form.

SECTION - A.

ORGANIZATION AND ADMINISTRATION OF TEACHERS' TRAINING PROGRAMME.

The data presented in this section were collected from the principals of teachers' training colleges and heads of B.Ed. departments of the colleges affiliated to the Agra University, through Q.1, part I, Section A. Of 16 such colleges which had the B.Ed. class at the time of data collection 12 colleges alone cooperated in this project. It may be mentioned here that three of the colleges had the M.Ed. class in addition to the B.Ed.

Establishment of Teachers' Training Programmes

The history of teachers' training programme in the affiliated colleges of the Agra University goes back only to

1947. The first college which started this programme was the Women's Training College, Dayalbagh¹, which was established in that year. Hindu College, Moradabad, R.E.I. Degree College, Dayalbagh and Almora College, Almora, started B.Ed. departments in 1951. Other colleges added the B.Ed. department sometime during the period 1958 to 1970. Thus, it is clear that the teachers' training programme is a post-independence feature of the colleges of Agra University.

Strength of the B.Ed. Department:

Agra University is the authority which sanctions the strength of the student-teachers for a college. The sanctioned strength of the B.Ed. student in different colleges varies from 84 to 227. But, sometimes, the institutions enrol student-teachers in excess of the sanctioned strength with the special permission of the University. These special permissions are purely temporary. The university demands the fulfilment of the minimum conditions regarding class-rooms, furniture, staff, library etc., before it accords permanent recognition for a new section in a college.

Staff:

At present, the University insists on maintaining the teacher-taught ratio at 1:12; sometime back it was 1:14. The number of teachers for the B.Ed. class sanctioned by the

1. Now the institution is a multi-discipline post-graduate college.

University and also approved by the Government for Grant-in-aid purposes varies from 8 to 15 per institution.¹

The approved strength of the administrative staff for most of the B.Ed. departments varies from 1 to 3. In only one college the strength is 8.

Salary:

There are generally three grades of pay for the teachers of the secondary teachers' training colleges, a junior scale of Rs. 300-600, a senior scale of Rs. 400-800, and a reader's scale of Rs. 700-1100. In this survey it was found that out of 111 teachers in training colleges only 3 teachers (2.7%) were in the reader's grade, 15 (13.3%) in the senior scale and the remaining 93 (83.8%) in the junior scale. The administrative staff is in the subordinate services' grade prescribed for the ministerial staff of the private degree colleges.

Library:

All the colleges have a departmental library meant for the B.Ed. students. This library is under the control of a librarian or a clerk. The number of books in the library varies from 1000 to 8110. And the student-book ratio varies from 1:4 to 1:68. The median of the ratios is 1:22.

Most of the colleges subscribe to the Indian Journals. Their number ranges between 2 and 10. Three colleges which have the post-graduate class in Education subscribe to

1. It may be mentioned here that when a section is opened or a new post is created, due to increase in enrolment, the government does not give grant for the additional staff for three years. Only after three years, the college receives a Government grant for the additional staff.

foreign journals in addition. The number of these journals varies from 5 to 21.

In 50% of the colleges there is provision for the openshelf system in the library. In other colleges books can be had on application. In 75% of the colleges, books on the content of the teaching subjects are also issued to the student-teachers. In most of the colleges two books are issued at a time for a period of 15 days. In one college 4 books are issued for a month. But, it seems that the general practice is to issue 2 books at a time for a period of two weeks. In eight colleges journals are also issued to the B.Ed., students.

Laboratory and Subject Rooms:

In 8 out of 12 colleges there is provision for laboratories and subject rooms where student-teachers may prepare their lesson-notes and material aids. This provision exists mostly for science in 8 colleges, for art in 4 colleges, for Hindi in 4 colleges, for English in 2 Colleges, for Civics in 3 colleges, for economics in 2 colleges, for geography in 3 colleges, for home science in 2 colleges, for history in 3 colleges, and for mathematics in 5 colleges. In 4 colleges no provision for subject-rooms or laboratories exists. In only four colleges there is provision for additional specialist staff for guiding student-teachers in the preparation of material aids. In other colleges the subject-teachers themselves give whatever guidance they can.

In some of the colleges there is a special period for educational hand-work, when the student-teachers prepare material aids in a group. Sometimes, student-teachers also get the material aids prepared by outsiders on payment.

Generally, in different colleges, the following types of educational hand-work is done by the B.Ed. students -

Preparation of charts and models, albums, maps, photographic prints, specimens, graphs, pictures, science apparatus, slides and sections.

The colleges provide for the following co-curricular activities:¹-

Dramatics (8)^{*}, debates (12), Games and sports (10), Scouting (9), First aid (11), and community service (8). Music is organized as a co-curricular activity only in one college. It is strange to find that no college arranges for literary activities such as paper reading, Kavi Sammelan, and Antyakshari.

Almost all the colleges (10 out of 12) organise educational excursions for the B.Ed. students, once or twice a year, according to the facilities available.

Practice Teaching:

No college in the sample owns all the practising schools in which its students do their practice-teaching. Most of the practice-teaching is done in the schools which agree to cooperate with the training college/B.Ed. department. The heads reported that their relationship with these schools was generally cordial, but sometimes formal. In one institution, the relation was found to be formal and unhelpful.

1. The numbers in the brackets denote the number of colleges having the co-curricular activities.

Generally, the following difficulties are faced by the training colleges in arranging the practice-teaching of the student-teachers. The practising schools are situated at long distances from the college and are scattered over a large area. The difficulty of communication is keenly felt. Shortage of rooms, furniture and equipment is also felt. Often, a whole section of the students (of a practising school) is divided into sub-sections to enable several student-teachers to teach simultaneously and the dearth of rooms and furniture is felt. Arrangement of time-table is another source of trouble. In most cases the training colleges have to follow the regular time-table of the school which does not suit them in practice. Another serious trouble which is experienced by most of the training colleges is lack of rooms for the supervisors. Sometimes, they share the staff-room with the regular teachers and sometimes with the science or ~~or~~ subject teachers. Thus, they are unable to have proper contacts with their student-teachers. An incidental difficulty is the closure of the schools due to strikes. The heads of the B.Ed. departments and training colleges complained that many of the teachers of the practising schools did not take interest in the practice-teaching and sometimes they did not cooperate.

Types of Practice Teaching:

In 50% of the training colleges, the pattern of Block-Teaching was followed. Here the theory classes are suspended and the whole staff is engaged in the practice-

teaching programme. In one institution, Dispersed Teaching was done. Here, the practice teaching is done on half days, either morning or afternoon, on 3 to 5 days a week. One institution followed the pattern of Continuous teaching, that is, teaching was done through-out the session on one or two days a week. Two institutions followed a combination of Block and Dispersed teaching and one followed a combination of Block, Dispersed and Internship teaching. Thus it is seen that the most common practice is the Block teaching. The lessons are generally given in two blocks.

Work load on Supervisors

Although the University has prescribed that the teacher-student ratio for the B.Ed. class should be 1:12, yet in most of the colleges supervisors are assigned 10 to 25 lessons per day for guidance and 10 to 20 lessons per day for supervision. The median number of lessons guided by a supervisor is 16 and that supervised by him is 15. It may be noted here that all supervisors were not assigned the same work-load for practical reasons. Sometimes, there was a great rush in some subjects, whereas there were very few student-teachers offering other subjects. Naturally the work load could not be equal in all cases.

In almost all colleges, guidance, supervision and evaluation are done by the subject specialists, ^{In a few colleges} supervision and evaluation are done by other supervisors in addition to the subject specialists.

Evaluation:

Evaluation of the efficiency of teaching of the student-teachers is done by the supervisors, because in the Agra University 50 (25%) marks are allotted to sessional work in practice-teaching. A certain percentage of these marks is assigned to the class teaching done by the student during the session. The internal assessment for this teaching is done on the basis of day to day teaching and on the basis of two criticism lessons, one in each teaching subject. On the basis of the internal assessment, student-teachers are recommended for the award of divisions¹ in practice-teaching at the University examination at the end of the session.

Internal assessment is done in most of the colleges on the basis of pooled recommendations of the subject specialists. In some colleges the recommendations of all the supervisors are averaged. In such colleges the supervision is also done by all the supervisors, irrespective of the fact whether they are subject specialists or not. The internal assessment is done terminally twice a year in most of the colleges, but some kind of evaluation is done daily. The supervisors observe daily the lessons of their student-teachers and evaluate them mentally. In the course of the session they recommend grades according to their evaluation of the student-teachers' achievement in practice-teaching.

In most of the colleges (10 out 12) no evaluation sheets

1. Agra University, in line with most of the Indian Universities, awards divisions at the B.Ed. examination for achievement in practice and theory separately.

were used for the daily evaluation. Evaluation sheets or forms were filled up by the supervisors only in the terminal assessment which is popularly known as the evaluation of the criticism lessons.

SECTION - B.

GUIDANCE

Supervisors are called upon to guide the student-teachers throughout the practice-teaching programme. The items of the guidance programme surveyed in the study are presented in this section.

Preliminary Guidance:

Preliminary guidance in the selection of schools and classes, and in organising the content of the subject matter for teaching, is given to the student-teachers by the supervisors. The data about these items were collected from the supervisors and the student-teachers, the two partners in the programme. They are presented in Table B-1. The Table shows that 51.8% of the supervisors ascertained the preference of the student-teachers for practising schools. This means that the practice is only moderately obtaining in the training colleges or B.Ed. departments of the colleges. But 86% of the student-teachers reported that their preferences for the practising schools were ascertained. According to them, this guidance programme is largely followed in these institutions. Now, the facts about this practice as

reported by the two groups of respondents should be the same. Why then is there so much discrepancy in the responses of the two groups? Now, if it is assumed that the practice is followed to the extent that the student-teachers report, then, the low percentage of 'Yes' responses of the supervisors has to be accounted for. Perhaps, this is due to the fact that all the supervisors are, generally, speaking, not involved in the preparation of the practice-teaching programme. Only those who are concerned with it have given 'Yes' responses and the others have not. On the other hand, if it is assumed that the practice is only moderately followed as reported by the supervisors, then the students might have attempted consciously or unconsciously to present a 'glorified' image of their institutions as regards this practice. However, a third explanation may not be ruled out. It is probable that guidance is not given in an organised manner by the training colleges/departments of education. Student-teachers perhaps approach the supervisors individually and get themselves allotted to the schools of their choice for practice-teaching. A further probe to verify the tenability of this alternative revealed that in most of the institutions there was no agreement between the responses of the supervisors and student-teachers.

TABLE B-1.

Frequency of the responses of the supervisors and student-teachers to a few guidance practices.

| S.No. Guidance Practices | Response of Supervisors. | | | Response of student-teachers | | |
|---|--------------------------|-------|-------|------------------------------|----------------|----------------|
| | Item No. | Yes | No | Item No. | Yes | No |
| 1. Ascertaining the preferences of student-teachers for particular practising schools in which he wishes to teach. | 1 | 51.8% | 48.2% | 1 | 85% | 15% |
| 2. Assigning to S.Ts the schools for which he has expressed a preference. | 2 | 53.1% | 46.9% | 2 | 84% | 16% |
| 3. Ascertaining the preference of student-teacher in respect of the class(es) he wishes to teach. | 3 | 88.4% | 11.6% | 3 | 80% | 20% |
| 4. Assigning to the student-teacher the class he wishes to teach. | 4 | 84.7% | 15.3% | 4 | 80% | 20% |
| 5. Leaving the arrangement of the class and section to the framer of the general time-table, ignoring the preferences of the student-teacher. | 5 | 43.9% | 56.1% | 5 | 78% | 22% |
| 6. Helping the S.T. in securing from the practising school(s) that part of the syllabus he has to teach. | 6 | 86.2% | 13.8% | 6 | 82% | 18% |
| 7. Helping the S.T. in analysing the syllabus into lesson units. | 7 | 83.1% | 16.9% | 7 | 79% | 21% |
| 8. Helping the S.T. in determining the teaching points in a lesson. | 8 | 92.1% | 7.9% | 8 | 85% | 15% |
| 9. Testing the knowledge of the S.T. in the subject matter. | 9 | 70.8% | 29.2% | 9 | 85% | 15% |

TABLE B-2.

Responses of supervisors and student-teachers
to the practice of ascertaining student-
teachers preferences for the practising schools.

| S.No. | Colleges | Supervisors | | Student-teachers | |
|--------|----------|-------------|------|------------------|------|
| | | 'Yes' | 'No' | 'Yes' | 'No' |
| 1. | A | 11 | 6 | 30 | 5 |
| 2. | B | 4 | 4 | 9 | 2 |
| 3. | C | 7 | 0 | 6 | 0 |
| 4. | D | 2 | 1 | 8 | 2 |
| 5. | E | 6 | 4 | 25 | 1 |
| 6. | F | 0 | 6 | 22 | 1 |
| 7. | G | 0 | 4 | 9 | 7 |
| 8. | H | 1 | 2 | 6 | 3 |
| 9. | I | 3 | 1 | 9 | 0 |
| 10. | J | 0 | 7 | 21 | 8 |
| 11. | K | 2 | 2 | 1 | 0 |
| 12. | L | 5 | 0 | 21 | 1 |
| 13. | M | 2 | 4 | - | - |
| TOTAL: | | 43 | 41 | 167 | 30 |

From Table B-2, it is clear that institutions C and L followed invariably the practice of ascertaining the preferences of the student-teachers in respect of practising schools. Both supervisors and student-teachers of these institutions agreed that the preferences of the student-teachers for the practising schools were ascertained. But

there is disagreement in the reports of the two groups belonging to Colleges F, G and J. The supervisors of these institutions reported that they did not ascertain the preferences of the student-teachers for the practising schools, whereas most of the student-teachers reported that their preferences were ascertained. Therefore, it seems that there is no organised procedure for ascertaining preferences and this is why the supervisors have reported that the practice is non-existent. The student-teachers seem to report the existence of the practice, because they manage to get the school of their choice. In other institutions, there is no agreement among the supervisors and student-teachers regarding this practice. This may also be due to the fact that no organised guidance is given to the students in the choice of the schools. Therefore, it seems reasonable to conclude that in most of the training colleges, preferences of the student-teachers for practising-schools are not ascertained systematically and no organised guidance is given. Student-teachers make individual efforts to get themselves allotted to schools of their choice.

53.1% of the supervisors and 84% of the student-teachers reported that student-teachers were assigned to schools for which they expressed their preferences. These percentages are nearly the same as the corresponding percentages of 'Yes' responses given to item 1. This may mean that wherever the preferences of the student-teachers for practising schools are ascertained, they are also

assigned to their preferred institutions. But, this conclusion is valid only when the 'Yes' responses to items 1 and 2 are from the same supervisors and student-teachers. To verify this fact, their responses to the two items were compared and it was found that 91% of the supervisors and student-teachers gave identical responses ('yes' or 'no') to the two items. Therefore, it seems reasonable to conclude that wherever the preferences of the student-teachers for the practising schools are ascertained, they are assigned to those schools.

The supervisors generally ascertained the student-teachers' preferences for the classes they would like to teach. ^{88.4}88% of the supervisors reported that they did ascertain from the student-teachers their preferences for particular classes. Although only 80% of the students confirmed this fact, yet the difference between these two percentages is not high and it may be safely concluded that the supervisors mostly ascertain from student-teachers their preferences for the classes. In the interests of the children to be taught by S.Ts, it is necessary to ascertain the latter's preferences. It is satisfactory to find that this is being done.

Response to item 4 indicates that, by and large, the preferences of the student-teachers for the classes are kept in view while drawing up the practice-teaching programme.

Table B1 shows that 43.9% of the supervisors reported that the arrangement of the class and section to be assigned to the student-teachers was left to the care of the teacher-in-charge of the time-table, ignoring the student-teachers' preferences. This fact seems to contradict their earlier response to item 4 where ^{84.7%}84% of them report that student-teachers are allotted classes and sections according to their preferences. Ideally, the responses to item 4 and 5 should be complementary, and only 16% (100-84) of the supervisors should have responded to this question in the affirmative. The difference between the actual and the expected 'Yes' responses to this question may be due to the fact ^{that} some respondents did not attend to the phrase "Ignoring the preferences of the student-teachers", which was a qualifying condition for the practice.

The responses of supervisors and student-teachers to items 6, 7 and 8 clearly show that most of the supervisors helped the student-teachers in securing from the practising schools that part of the syllabus which they had to teach and helped them in analysing the syllabus into lesson units and also in determining the teaching-points in a lesson.

Often it is said that student-teachers are deficient in the knowledge of the subject matter they intend to teach. Therefore, the supervisors were asked if they actually tested this knowledge (item 9). 70.8% of the supervisors reported that they did so and 85% of the student-teachers confirmed

this. A slightly higher percentage of 'yes' responses from student-teachers may be expected, because they may feel that the supervisor is testing their knowledge when he is actually asking only some exploratory questions. However, it seems to be a fact that supervisors were aware of the level of knowledge of the subject-matter of the student-teachers and assessed it in the course of guiding them.

The supervisors were further asked to mention the ways and means they employed to bring the knowledge of the student-teachers up to the mark if they found it deficient. The supervisors mentioned a number of ways and means which were employed by them for this purpose. The more important ones are given below:-

- (a) by providing books and asking them to go through these books;
- (b) by asking questions on the subject-matter and stimulating them to prepare the content;
- (c) by asking them to read current books and journals;
- (d) by suggesting reading materials and asking them to do experiments;
- (e) by taking extra-classes in the subject matter, and
- (f) by giving fresh and the latest data.

TABLE B-3.

Guidance practices regarding lesson planning.

| S.No. | Item No. | I t e m. | Super- visors response | Student- teachers response. |
|-------|----------|--|------------------------------|-----------------------------------|
| 1. | 11 | Which mode of lesson planning do you follow? | | |
| | | i) Herbertian approach | 53.0% | 75% |
| | | ii) Evaluation approach | 8.2% | 16% |
| | | iii) Combination of (i) and (ii) | 30.6% | 8% |
| | | iv) Any other | 8.2% | - |
| 2. | 12 | If you discover that the draft lesson plan is not upto the mark what do you do? | | |
| | | a) correct the lesson plan | 58.8% | 62% |
| | | b) Instruct the student-teachers orally and ask them to prepare a fresh plan. | 29.2% | 38% |
| | | c) Any other (please specify). | 2.0% | - |
| 3. | 13 | If you discover that student-teacher has mis-stated the facts in the lesson notes what do you do? | | |
| | | a) correct the statements. | 28.5% | 23.1% |
| | | b) ask the student-teacher to correct the statements. | 22.1% | 26.6% |
| | | c) cross the statement with a remark thereon. | 18.6% | 34.8% |
| | | d) suggest some book on the subject content and ask the S.T. to prepare the draft afresh. | 29.6% | 15.5% |
| | | e) Any other measure adopted (please specify). | 1.2% | - |
| 4. | 14 | Do you lay emphasis on logical sequence of the questions to be asked by the S.T.? | 'Yes' 96.6% 'No' 3.4% | 83.5% 16.5% |
| 5. | 15 | Do you emphasize on the correctness of the language and spelling of written language and pronunciation? | 'Yes' 100% 'No' - | 92.2% 7.8% |
| 6. | 16 | Do you ask the student-teacher to rehearse the questions in order to correct the pronunciation (pitch intonation, modulation) of the speech. | 'Yes' 80.7% 'No' 19.3% | 48.0% 52.0% |

Mode of lesson planning:

From Table B-3, it is clear that 53% of the supervisors reported that they followed the Herbartian steps in planning the lesson-notes and only 8.25% followed the evaluation approach. On the other hand, 76% of the student-teachers reported that they prepared their lesson-notes according to the principles of the Herbartian method and 16% reported that they followed the evaluation approach of preparing the lesson notes. There is a slight discrepancy in the reports of the supervisors and the student-teachers. The difference seems to be understandable when the percentage of the supervisors following the combination of Herbartian and evaluation approaches is considered. 30.6% of the supervisors reported that they followed a combination of the two approaches, whereas only 8% of the student-teachers reported in favour of the combined approach. It appears that the supervisors are more reliable, because the students may not be fully aware of the distinction between the combined and separate approaches. This is why most of them have either categorized their method of preparing the lesson-plans as the Herbartian or the evaluation approach. Hence, it may be inferred that the shift from the Herbartian to the evaluation approach is not complete. The combined type of methodology is considered next best to the Herbartian approach by the supervisors.

8.2% of the supervisors reported that they followed other methods of lesson planning, such as the structural approach, the Gurukul system, the demonstration method, the

analytic, the synthetic and the direct and the indirect method. But, it may be argued that these are the methods of teaching and not the methods of planning the lessons.

Correction of Lesson Plans:

As regards the actual correction of the lesson plans, 58.8% of the supervisors corrected them, if they found that they were not upto the mark and 39.2% instructed the student-teachers orally and asked them to prepare a fresh plan. It appears that a majority of the supervisors helped student-teachers and did not teach them to help themselves. The responses of the student-teachers were in agreement with those of the supervisors.

It seems that the supervisors adopted a number of devices to correct the plans, equally frequently, when they found that a student-teacher had made a mis-statement of fact in the lesson plan (item 13). 28.5% of the supervisors corrected the mis-statement, 22.1% of them asked the student-teacher to correct the statements themselves, 18.6% of them crossed out the statement and 29.6% of them advised the student-teachers to read a book on the subject-content and to prepare the draft afresh. The responses of the student-teachers in this context are comparable to those of the supervisors, except that 34.8% of the student-teachers (against 18.6% of the supervisors) crossed out the statements without correcting them. It is just possible that student-teachers exaggerate this behaviour of the supervisors and the latter try to under-rate it,

because of the nature of the item. If the student-teachers' responses indicated the upper limit of the incidence of the behaviour of the supervisors in this context, and that of the supervisors the lower limit, it may be safely estimated that about 25% of the supervisors crossed out the incorrect statements given in the lesson plan without correcting them.

Almost all the supervisors (96.6%) reported that they paid emphasis on the logical sequence of the questions to be asked by the student-teachers, and 83.5% of the student-teachers confirmed this report. Evidently the supervisors are very particular about this aspect of the guidance programme.

All the supervisors laid emphasis on the correctness of the language and pronunciation. 92% of the student-teachers also admitted that their supervisors were very particular about the correctness of their language and pronunciation. This seems to be a very significant aspect of the current supervisory practices.

A high percentage (80.7%) of the supervisors asked the student-teachers to rehearse the mode of questioning in order to correct their pronunciation. That this practice is greatly emphasized by supervisors is not supported by the responses of the student-teachers (Item 16). Only 42% of the student-teachers admitted that their supervisors asked them to rehearse the questions. It seems that the supervisors asked them to practice the art of questioning just in the routine manner and

did not emphasize the point seriously, and on their part the student-teachers conveniently avaded the suggestion. Any how, the discrepancy in the response patterns to this question shows that this practice is not taken seriously in the teachers' training institutions.

Guidance in the use of Material Aids:

From Table B-4, it is clear that the Supervisors gave the student-teachers instructions in the use of material aids and that they also helped them to get these aids from the schools and colleges. It seems that this practice is very largely followed, because 96.7% of the supervisors reported that they gave instructions in the use of material aids and 90.3% of the student-teachers corroborated the statement. Similarly, 94.4% of the supervisors reported that they helped the student-teachers in getting the material aids from the schools and colleges and 73.9% of the student-teachers supported the statement. It appears that the use of material aids is considered to be a very important feature of the methodology of instruction in training colleges.

TABLE B-4.

Guidance practices regarding use of material aids
and development of self confidence among the S.T's.

| S.N. | Item 'No.' | I T & M. | 'Supervisor' 'responses' | 'Student- Teachers' 'response.' |
|------|---------------|---|-----------------------------|---------------------------------------|
| 1. | 17 | Do you give ^{the} student-teacher instruction in the use of material aids. | 'Yes' 96.7% 'No ' 3.3% | 90.3% 9.7% |
| 2. | 18 | Do you help the student-teacher in getting the material aids from the school or college? | 'Yes' 94.4% 'No ' 5.6% | 73.9% 26.1% |
| 3. | 19 | Do you sometimes permit the S.T. to teach a lesson which you have not corrected? | 'Yes' 57.8% 'No ' 42.2% | 42.5% 57.5% |
| 4. | 20 | Do you consider it advisable to correct each and every mistake in the first lesson? | 'Yes' 72.2% 'No ' 27.8% | 82.5% 15.5% |
| 5. | 22 | Do you consider it advisable to correct each and every lesson plan of the student-teacher? | 'Yes' 59.1% 'No ' 40.9% | 85% 15% |
| 6. | 23 | Do you try to develop self-confidence among the student-teachers in planning their lessons? | 'Yes' 96.6% 'No ' 3.4% | 83.1% 16.9% |
| 7. | 25 | Do you consider it necessary that student-teacher should be given a foretaste of the kind of job he is going to take up and therefore give him a few jerks and jolts? | 'Yes' 55.7% 'No. ' 44.3% | - - |

Developing self confidence among the Student-teachers:

From Table B-4, it is interesting to note that 57.8% of the supervisors permitted the student-teachers to teach a

lesson, even if it was not corrected. 42.5% of student-teachers also admitted this. It seems that supervisors are evenly divided in regard to the practice of permitting the student-teachers to teach an uncorrected lesson. The arguments in favour of the practice are that they do not want to spoon-feed the student-teachers, but wish to develop self-confidence among them by giving them a chance to try their own plans. The argument against this practice is that in the traditional bureaucratic type of training colleges this practice may be considered to be irresponsible or shirking behaviour on the part of the supervisor. Anyway, the response pattern shows that it is neither a very strong practice nor a very weak one.

A question regarding the extent of correction of the first lesson-plan was asked. The question was "Do you (supervisor) consider it advisable to correct each and every mistake in the first lesson?". 72.2% of the supervisors reported that they considered it advisable to correct each and every error in the first lesson. It may be noted that this practice greatly disheartens the student-teachers, if they are too sensitive. However, the supervisors are mostly in favour of correcting every mistake in the first plan, lest the student-teachers should develop a wrong attitude towards correction or lest they themselves should be accused of overlooking the errors. ^{82.5} 84.5% of the student-teachers confirmed that their supervisors corrected each and every mistake in their first lesson.

The supervisors also tried to develop among the student-teachers the skill of lesson planning by giving model lessons, providing them old lesson-plan books, showing them their own plans, giving them oral suggestions and giving them practice in planning lessons by assigning topics and also assigning to them the class of their own choice. Some supervisors corrected the first lesson in a general way and then gradually errors in consistency, logic, sequence, language and other points of lesson-development were corrected in the subsequent lessons.

59.1% supervisors considered it advisable to correct each and every lesson plan of the student-teacher. But 85% student-teachers reported that they corrected each and every lesson plan. It seems that supervisors corrected each and every lesson plan, even though they did not consider it advisable. Perhaps, the system of guidance is so rigid that there is a very little opportunity for the supervisors to follow what they consider as desirable. Normally, it is expected of them that they correct each and every lesson plan before it is taught. They do so or at least they sign the lesson plan to signify that they have at least glanced through it before the lesson was taught.

It is interesting to find that almost all the supervisors 96.6% tried to develop self-confidence among their student-teachers. 83.1% of the student-teachers supported this contention. The supervisors were fully aware that they should develop self-confidence among their students. The supervisors

generally adopted the following procedures for this purpose: -

- i) gave appreciative remarks in their lesson plan books;
- ii) told them that they were showing steady and regular progress;
- iii) encouraged them by showing model lesson-notes;
- iv) inspired them;
- v) encouraged self checking;
- vi) developed the self-regarding sentiment among the student-teachers, and
- vii) suggested good books to be read by them.

On the assumption that a good teacher-education programme should invariably familiarise the student-teachers with the realities (notably the dark side) of the teaching profession, the supervisors were asked if they considered it desirable to give them a few jerks and jolts during the training period (item 25). By "jerks and jolts" was meant that S.Ts. should be reasonably snubbed whenever they were found negligent in their work. 55.7% supervisors considered it desirable and 44.3% of them did not. It seems that they were evenly divided on the issue. Since they were not asked if they actually administered "jerks and jolts", it seems that even in theory, all of them were not prepared to give the S.Ts., a real taste of their future career. Nearly half of them believe that a kind supervisor is better than a blunt supervisor intent on making S.Ts face the realities of the profession while under training.

Finally, the supervisors reported (item 26) that they motivated the student-teachers to prepare a good lesson-plan

in the following ways:-

i) A large number of them reported that they gave them demonstration lessons. They considered that example is always better than precept.

ii) Many of them motivated the student-teachers by praising the good points in their lesson notes.

iii) The other modes of motivating the student-teachers were helping them collect the subject matter, making clear to them the steps in planning the lesson, asking them to copy good lesson-plans of other student-teachers, discussing the lesson-plans in the group to emphasize the fact that a good plan was essential for success in teaching, restraining the inefficient planners from preparing a final plan for a week or so, making them observe the lessons of good teachers, asking them to note the comments on the previous drafts of the lessons, discussing with them the important aspects of a plan, having a sympathetic attitude towards the student-teachers, and suggesting some useful reading material to them.

SECTION - C.

SUPERVISION

It may be stated that the term 'supervision', as used in this section, connotes the observation, evaluation and criticism of student-teachers' class room teaching by the supervisors. Supervisors generally sit at the back of the class and watch the teaching of the student-teachers.

They write a note on the Weaknesses and errors as well as the strengths, of the student-teachers in the criticism notebook or the lesson-plan book. The data gathered about supervision are presented in this section of the chapter.

Patterns of Supervision:

Table C-1. shows that 41.3% of the supervisors supervise the class-teaching of only those student-teachers whom they have guided in lesson planning (Item 1) and 40.5% of the supervisors supervise the class teaching of all the student-teachers in the practising school assigned to them, irrespective of the fact whether they have guided them or not. Only 12.4% of the supervisors supervise all the student-teachers in the subjects of their specialization, wherever they may be teaching. A small fraction (^{5.8%} 4.8%) of the supervisors follow other patterns of supervision. These statements are also supported by the responses of the student-teachers, with a slight variation which is negligible.

Now it seems that, in general, there are two patterns of supervision. Firstly, the supervisors supervise the class-teaching of only those student-teachers whose lesson-plans they have guided. In this system, other supervisors have almost no knowledge about the standard of teaching attained by a particular student-teacher. The student-teacher monopolistically belongs to the teacher who guides and supervises his lessons in a particular subject. In this pattern of supervision, there are fewer chances of creating in the mind

TABLE C-1.

Modes of Supervision

| Sl. No. | Item No. | I T E M. | Supervi- sors' response. | Student- teachers' response. |
|---------|----------|--|-----------------------------|---------------------------------|
| 1. | 1 | Which of the following patterns of supervision is followed in your institution? The supervisor supervises the class-teaching of: | | |
| | | a) Only those student-teachers whom he has guided in lesson planning. | 41.3% | |
| | | b) All student-teachers in the practising school assigned to him irrespective of the fact whether he has guided them or not? | 40.5% | |
| | | c) All student-teachers in the subject(s) of his specialisation wherever they may be teaching. | 12.4% | |
| | | d) Any other (Please specify). | 5.8% | |
| 2. | 2 | Which of the following modes of supervision do you follow? | | |
| | | Please check: | | |
| | | a) Supervise every day all the student-teachers assigned to you each for a part of a period. | 49.2% | 61.7% |
| | | b) Supervise each student-teacher for the whole period. (In this pattern a student is supervised once in 2, 3 or 4 days). | 7.3% | 6.0% |
| | | c) Supervise 2 or 3 or more student-teachers in a period by rotation. | 38.7% | 33% |
| | | d) Any other mode (please specify). | 4.8% | |
| 3. | 3 | If you follow mode (a) or (c) please state how much time you devote to a student-teacher on an average? | | |
| | | (a) .. | 8.10 minutes | 8.05 minutes |
| | | (c) .. | 7.30 minutes | |

of the student-teacher, conflicts which generally arise due to differences of opinion among the supervisors where there are more than one. On the other hand, the student-teacher gets no opportunity to learn from other supervisors and his outlook is liable to be narrow and inflexible. Secondly, a student-teacher is supervised by all or many supervisors. In this pattern of supervision it is likely that the student-teacher develops a broad outlook in respect of good teaching, if he is mentally and emotionally mature. He can also understand well the varied aspects of supervision. Of course, he is less likely to develop narrow loyalty to a particular person.

Modes of Supervision:

The responses to item 2 (vide Table-C₁) show that 49.2% of the supervisors supervised every day all the student-teachers assigned to them for a part of the period and 38.7% of them supervised by rotation the student-teachers in a period. The corresponding percentages of student-teachers who supported the prevalence of these modes of supervision are ^{61.7%} 61.7% and 33% respectively. It is noteworthy that only 7.3% of the supervisors and 6% of the student-teachers reported that supervision of a single student-teacher was done for the whole period. (In this mode of supervision a student-teacher is supervised once in 2 or 3 or 4 days). 4.8% of the supervisors adopt other modes of supervision. On an average, a supervisor devoted 8 minutes to a student-teacher (median time is 8 minutes as reported by the supervisors and students at item 3). Thus, it is seen that in a period of about 40 minutes, the supervisor generally watches the teaching of a student-teacher

only for 8 minutes, (that is 1/5th of the period). He may not be able to observe the teaching for the rest of the time.

Errors in Student-teachers' Class-teaching:

The seriousness of the errors generally committed by the student-teachers was rated by the supervisors and also by the student-teachers. The latter rated the errors according to their perception of how serious the error was in the view of their supervisors. The rating of the seriousness of the errors was secured by the investigator under the assumption that the rating was proportionate to the importance given to the supervisory practice in respect of which the error was committed.

The mean rating for each error with regard to its seriousness was calculated for the samples of supervisors and student-teachers separately. The two mean ratings for an error were averaged, if there was not much difference between them. The discrepancy was considered to be 'much' if one group rated the error as 'very serious' and the other as 'not serious' or if there was a difference of more than .7 in the two mean ratings. When there was much discrepancy in the ratings of any error, it was presumed that the related supervisory practice was indefinite or vague. Had the practice been definite and unambiguous, the two groups would have clearly understood the situation and they would not have viewed it so very differently.

An error was then termed as very serious, serious or not serious according to the value of the averaged rating

of the two samples of the supervisors and the student-teachers.

Although the ratings were sought on a five point scale, the mean ratings fall in the three middle categories and no

error was rated extremely serious or completely negligible.

The interpretation of the average ratings shown in Tables C-2, C-3 and C-4 is given below:-

| <u>Average rating</u> | <u>Interpretation</u> |
|-----------------------|---------------------------|
| 2.5 to 3.5 | Very Serious errors |
| 1.5 to 2.5 | Moderately serious errors |
| 0.5 to 1.5 | Not serious. |

Very serious errors:

Table C-2 presents a list of errors which were considered to be very serious in the practice teaching programme. The mean ratings for these errors fall within the range 2.5 and 3.5

From Table C-2, it is clear the supervisors consider the errors due to lack of the knowledge of the subject matter as very serious (items at Serial Nos. 5, 6, 8 and 11). This is understandable as no teaching is possible unless the teacher knows the subject matter thoroughly well. Therefore, this practice of laying emphasis on the student-teachers' knowledge of the subject matter seems to be commendable and supervisors are justified in the stand they have taken.

The supervisors also consider the errors pertaining to the acquisition of know-how of teaching as very serious. They demand that student-teachers should develop good teaching skills to ask faultless questions (S.No.1) and to give a h.b. summary (S.No.4). The know-how of questioning, of seeking pupils' cooperation and of giving h.b. summary, should be an integral part of teachers' training programme.

TABLE C-2.

List of Serious Errors committed by Student-Teachers

| Sl. No. | Item No. | I T E M S. | Average Rating |
|---------|----------|--|----------------|
| 1. | 6 | The S.T. asks faulty questions. | 2.9 |
| 2. | 12 | The S.T. does not develop the lesson with the help of the pupils. | 2.7 |
| 3. | 13 | The S.T. is not able to maintain good discipline. | 2.7 |
| 4. | 17 | The S.T. does not give a blackboard summary. | 2.6 |
| 5. | 20 | The S.T. makes a mis-statement of facts. | 2.75 |
| 6. | 21 | The S.T. gives wrong answer to an ^{oblique} question asked by the pupil. | 2.9 |
| 7. | 22 | The S.T. ridicules a pupil if his (pupil's) answer is wrong or his question is oblique. | 2.6 |
| 8. | 25 | The S.T. drills his class in wrong pronunciation. | 2.9 |
| 9. | 28 | The S.T. comes late to the class. | 2.9 |
| 10. | 34 | The S.T. overlooks the mischief of the pupil and/or encourages them to do more mischief. | 2.9 2.6 |
| 11. | 37 | The S.T. gives an incorrect answer to the pupils' question. | 2.9 |
| 12. | 35 | The S.T. administers corporal punishment to a pupil where a lighter punishment would have been in order. | 2.5 |

Finally, it seems that the supervisors also lay stress upon high standards of discipline and interpersonal behaviour. They consider that coming late to the classes (S.No. 9),

showing inability to maintain good discipline in the class (6.no.3) and overlooking mischief of the pupils or encouraging them to do more mischief are very serious errors (8.no.10)

Thus, it is seen that the errors resulting from lack of the knowledge of the subject-matter, want of professional skills and inability to maintain discipline are viewed as very serious errors by the supervisors. It may be concluded that supervisors lay much emphasis on the correct knowledge of the content to be taught, on methodology of teaching and on maintenance of proper discipline in the class.

Moderately Serious Errors:

A perusal of the list of "moderately serious" errors listed in table C-3. makes it clear that most of them pertain to the methodology of teaching, such as logical sequence and linkage between the different steps in the formal teaching, modulation and intonation of speech, use of black board and other teaching aids, and also to the dress and voice of the student-teachers. Breaches of professional etiquette such as not keeping a promise made to the pupils, being harsh upon them, and being partial to some pupils or group of pupils also fall in this category. It is noteworthy that this class of errors does not contain errors due to lack of knowledge. The error listed at S.No. 21 in Table No.C-3, about a mistake in the b.b.summary may be due to omission, because it is most unlikely that a student-teacher would write something decidedly wrong on the b.b.

TABLE C-3.
Moderately Serious Errors

| Sl. No. | Item No. | I T & M. | Average Rating |
|---------|----------|--|----------------|
| 1. | 3 | The S.T. is not able to connect the introductory question; with the statement of the aims of the lesson. | 2.4 |
| 2. | 4 | The S.T's aim is not stated emphatically. | 2.15 |
| 3. | 5 | The S.T. does not distribute the questions evenly. | 2.15 |
| 4. | 7 | The S.T. does not deal satisfactorily with the partly correct answers of the pupil | 2.35 |
| 5. | 8 | The S.T. does not use the material aids where its use could have made the teaching more effective. | 2.25 |
| 6. | 9 | The S.T. does not use the material aids appropriately. | 2.30 |
| 7. | 14 | The S.T. does not encourage the pupils to ask questions. | 2.30 |
| 8. | 15 | The S.T's black board writing is poor. | 2.20 |
| 9. | 16 | The S.T's blackboard writing is faint. | 2.05 |
| 10. | 18 | The S.T's black board summary is not properly organised. | 2.02 |
| 11. | 19 | The S.T. is poor in black board sketching. | 2.5 |
| 12. | 26 | The pitch of the S.T's voice is too high or too low for the class. | 2.05 |
| 13. | 27 | The S.T. shows mannerism. | 2.1 |
| 14. | 29 | The S.T. is not properly dressed. | 1.95 |
| 15. | 50 | The S.T. misses the classes without informing the supervisor. | 2.45 |
| 16. | 31 | The S.T. does not keep his promise to his class in respect of aids to the lesson he is teaching.. | 2.1 |
| 17. | 32 | The S.T. is partial to a pupil or to a group of pupils | 2.4 |
| 18. | 33 | The S.T. is unnecessarily harsh upon the pupil. | 2.4 |
| 19. | 36 | The S.T. gets nervous as the supervisor enters his class room. | 2.3 |
| 20. | 38 | The S.T. is unable to explain a concept or process satisfactorily. | 2.4 |
| 21. | 39 | There is a mistake on the blackboard summary given by the S.T. | 2.5 |

It seems that the supervisors do not attach very much importance to blackboard writing, proper modulation and intonation of speech, logical sequence in teaching and the proper dress of the student-teachers. It is surprising to find that errors such as missing a class without informing the supervisor are treated lightly (S.No. 15). The supervisors seem to bother very little about good class-room manners and tolerate mannerisms and weaknesses such as nervousness. It appears that there is, at the present time, slackness about the training college regulations about etiquette which were at one time imposed very regorously.

'Non-Serious' Errors:

The errors given in Table C-4. have been categorized as 'not serious'. There is a sizable discrepancy between the mean ratings of the supervisors and of the student-teachers in respect of these errors. The discrepancy may be attributed to the fact that the underlying practice is not emphasized by the supervisors very much and there is no clear understanding of the degree of seriousness of these errors among them and among the student-teachers.

A comparison of the mean ratings of the supervisors and student-teachers makes it clear that many supervisors have rated these errors as ranking lower in the degree of seriousness as compared to the rating by student-teachers. The items also show that these errors are in respect of some formalities which are generally observed only in training

colleges, for example, placing of the lesson note-books at the back of the class, and writing down the topic of the lesson on the blackboard. The errors regarding redundant use of material aids, leaving the material aids in disorder after the lesson is over, and not finishing the lesson in the specified time are tolerated, because the training college methodology is material-aid ridden and overuse or even misuse of aids is considered to be better than making no use at all of the aids.

TABLE C-4

Errors regarded as 'Not Serious'

| Sl. No. | Item No. | I T E M | 'Super- 'visors 'mean 'rating | 'Student 'teachers 'mean 'rating. |
|---------|----------|---|--|--|
| 1. | 1 | The S.T. forgets to keep his lesson plan and/or criticism book in the proper place. | 1.2 | 1.9 |
| 2. | 2 | The S.T. forgets to write the topic on the blackboard. | 1.9 | 2.6 |
| 3. | 10 | The S.T. makes redundant use of the material aids. | 1.8 | 2.6 |
| 4. | 11 | The S.T. leaves the material aids in disorder after using them. | 1.9 | 2.6 |
| 5. | 23 | The S.T. is unable to finish the lesson in time. | 1.6 | 2.3 |
| 6. | 24 | The S.T.'s pronunciation is markedly different from the usually accepted pronunciation. | 2.0 | 2.7 |

One very interesting finding is that supervisors do not mind at all if the student-teacher fails to complete the lesson in the given time. This attitude of the supervisors has been the target of much criticism by the regular teachers of the practising school. The latter complain that student-teachers are apathetic in the matter of covering the content entrusted to their care. They devote most of the time to sharpen their professional skills and seem to be unconcerned about the coverage of the syllabus. The investigator feels that the complacent attitude of the supervisors in this matter is blameworthy. Supervisors should consider it highly irresponsible behaviour if the student teacher fails to finish the lesson in the given time. The planning of the lesson becomes meaningless, if the plan is not completed in time.

The supervisors' tolerance of the errors about pronunciation is another indication of notable deterioration in the standard of supervisory practices. There is no doubt that variations are found in the pronunciations of the English words. Still, there are some standard pronunciations of a word which must be strictly adhered to. And the deviant pronunciations of Hindi, Urdu or Sanskrit words should never be tolerated, because these are Indian languages.

Miscellaneous Practices:

60.5% of the supervisors are of the opinion that every lesson given by the student-teacher need not be supervised. 39.5% of them who opine that every lesson should be supervised

TABLE C-4 A.

Miscellaneous Practices.

| S.No. | Item No. | Practices | Responses of the supervisors | | Responses of the student-teachers | |
|-------|----------|--|------------------------------|-------|-----------------------------------|-----|
| | | | Yes | No | Yes | No |
| 1. | 40 | In your opinion should every lesson given by S.T. be supervised? | 39.5% | 60.5% | 91% | 09% |
| 2. | 41 | Should every error committed by the S.T. be corrected? | 84.9% | 15.1% | 98% | 02% |
| 3. | 42 | Do you try to develop self-confidence among S.Ts? | 96.4% | 3.6% | 82% | 18% |
| 4. | 43 | How do you convey your criticisms to the S.Ts? | | | | |
| | | 1) By written remarks on the lesson plan itself? | 36.7% | 3.3% | 42% | 58% |
| | | 2) By written remarks on the separate commentary sheet? | 17.2% | 82.8% | 32% | 68% |
| | | 3) Orally to S.Ts. | 37.8% | 62.2% | 26% | 74% |
| | | 4) Any other means. | 8.3% | - | - | - |

suggest certain ways and means by which such supervision may be done. That fewer student-teachers should be assigned to the care of a single supervisor per period is suggested by most of them. Some of them suggest that the help of the regular subject-teacher of the practising-school may be taken while supervising the teaching of the student-teachers. The help of the cooperating teachers may also be sought as is done by the Regional Colleges of Education. Some supervisors suggest that, in the beginning, a thorough supervision running throughout the period should be done and later on the duration may be reduced. Another helpful suggestion is that the supervisor should reach the class at different points of time on different days, so that he may observe the student-teachers at different stages of the lesson development. But, it is rather surprising that 91% of the student-teachers are of the opinion that each and every lesson given by them should be supervised. Only 9% of them do not feel the need for getting every lesson supervised. That a high percentage of student-teachers are in favour of cent percent supervision may denote that they are very keen to get their teaching evaluated, so that they may know where they stand. It may also indicate that they fear that any unsupervised lesson may not be counted towards the requirements of teaching prescribed by the University. However, there is room for great discrepancy in the opinions of the supervisors and student-teachers, because the two samples differ in respect of their roles. It is just possible that fewer supervisors favour hundred percent supervision, because it would increase

their work and more student-teachers favour hundred percent supervision because they would benefit by the practice.

In response to the question regarding the correction of each and every error in teaching (item 41) majority of the supervisors (84.9%) say 'yes'. Evidently they are in favour of correcting each and every error committed by the student-teacher. The other 15.1% of them are of the opinion that only gross mistakes of methodology and content should be corrected and the student-teachers should be encouraged to find out and correct their errors themselves, sometimes by observing others. They are of the opinion that every error cannot be corrected by the supervisor.

98% of the student-teachers are of the opinion that each and every mistake in their teaching should be pointed out and corrected by the supervisors. ~~98% of the supervisors also hold the same opinion.~~ It is natural that almost all students favour minute correction of errors committed by them, because then they can derive the maximum benefit from the supervision.

Developing self-confidence among the student-teachers:

96.4% of the supervisors reported that they tried to develop self confidence among the student-teachers (item 42). But only 82% student-teachers confirmed that their supervisors tried to develop their self-confidence in class teaching. The difference between the two percentages is large, but in themselves the percentages are very high. Therefore, it may be

concluded that supervisors try to develop self confidence among the student-teachers.

Communication of Criticisms and Remarks:

How to convey the criticisms of the student-teachers work is a problem. ^{36.1%} 36.1% of the supervisors reported that they did this job by writing remarks on the lesson-plan itself, 17.2% by writing remarks on a separate commentary sheet and 37.8% by oral communication after the lesson was over. 8.3% of the supervisors follow different methods of communicating criticisms such as correcting the mistakes on the spot, making student-teachers realize their mistakes and through group discussion in spare time. The responses of the student teachers, by and large, confirmed these practices. 42% of the student-teachers reported that their supervisors noted down their comments on their lesson-plan books, 32% of them reported that they wrote the remarks on a separate commentary sheet, and 26% said that supervisors drew their attention to errors orally. It is thus clear that in general, three modes of conveying the criticism to the student-teachers are followed by the supervisors

What did supervisors actually do when they supervised the teaching of the student-teachers? In response to this question the supervisors reported that they did a number of things. Their responses are classified below

TABLE C-6.

Reports of the Supervisors about their Behaviour
in supervising Teaching.

A. They observe the student-teacher and put down a remark about :-

- i) Personality: dress, speech, pronunciation, sincerity, interest in work, confidence and mannerisms.
- ii) Subject-matter: suitability of content, knowledge of subject matter and arrangement of subject matter.
- iii) Teaching skills: narration, illustration, questioning, correcting the incorrect responses, blackboard summary, blackboard writing and sketching, and use of material aids.
- iv) Class management: Attendance and discipline of students, routine regulations and class arrangement.

B. Some of the supervisors engage the class to demonstrate the right type of teaching, check the student-teacher if he commits some error and give suggestions for correct teaching.

The responses of the student-teachers to the questions as to what their supervisors did when they observed the lesson are given in the table below:

TABLE C-6.

Report of student-teachers about Supervisors
Behaviour during Supervision.

1. Supervisors observed the method of their teaching and wrote out remarks in the criticism book.
2. They observed narration, mode of reading, blackboard writing self-confidence and class discipline.
3. They observed the lesson-plan book and noted down the errors.
4. They looked at our faces, and
5. They enjoyed tea.

It is clear from Table C-6, the student-teachers' observation of the supervision done by the supervisors is fairly comprehensive. It is remarkable that they do not report that supervisors interrupt their teaching and give suggestions to improve it.

SECTION D.

ANALYSIS OF LESSON PLANS

This section presents the data about the current supervisory practices collected through the "Lesson Plans". The sources of the data were 147 lesson-plan books/criticism books of the student-teachers belonging to 13 teachers' training institutions taken in the sample. The remarks of the supervisors on the teaching of the student-teachers, as given in these lesson plans/criticism note-books, were categorised within the frame work of the analysis chart. Table D-1 presents the frequencies of different kinds of remarks.

TABLE D-1

Distribution of Frequency of Remarks in Area x Type of
Remarks.

| Area \ Type | Negative | Negative, but Suggestive | Neutral | Appreciative | Constructive | Total | Percentage |
|-------------------|--------------|--------------------------|--------------|---------------|---------------|--------------|-------------|
| Preparation | 73 | 156 | 61 | 213 | 212 | 715 | 4.34% |
| Execution | 806 | 1927 | 673 | 3838 | 2446 | 9690 | 59.1% |
| Evaluation | 186 | 346 | 142 | 1385 | 600 | 2659 | 16.18% |
| Personality | 325 | 653 | 141 | 1384 | 828 | 3331 | 20.2% |
| Others | 5 | 20 | - | 5 | 10 | 40 | .23% |
| TOTAL | 1395 | 3102 | 1017 | 6825 | 4096 | 16435 | - |
| Percentage | 8.49% | 18.87% | 6.19% | 41.52% | 24.92% | - | 100% |

Distribution of remarks:

It is clear from Table D-1. that there were 16435 distinct remarks given in 147* lesson plan books/criticism books. On an average 112 remarks were given per lesson-plan/criticism-book, or what amounts to the same thing, 112 remarks were given per student-teacher.

The last column of Table D.1. shows the percentages of the remarks which fell in each of the content-categories. 59.1%
59% of the total remarks were about the execution of the lesson-plans. Naturally, efficient execution of a planned lesson is the most important concern of the student-teacher and also of the supervisor. Therefore, it seems understandable that the supervisors gave most of their attention to this aspect of teaching.

Second in rank is the student-teachers' personality. 20.2% of the remarks were about their personality, such as smartness in dress, manners, speech etc. ^{Then} 36 third rank goes to evaluation. 16.18% of the remarks fall in this category. It seems that the supervisors evaluate their student-teachers in their day to day supervision. Perhaps, this evaluation is qualitative and pertains to a particular aspect of the teaching process, for example, blackboard work.

From the table it is clear that only 4.34% of the

* These 147 lesson plan books/criticism note books belonged to 147 student-teachers.

remarks are about the preparation of the lesson-plan. It apparently suggests that very low weightage is given to the preparation of the lesson-plans by the supervisors. But the low percentage of remarks in this category may be due to another reason. In most of the cases, the draft lesson-plans were corrected by the supervisors in advance i.e., before the student-teacher went to take the class. Therefore, there remained very little for the supervisor to see at the time of supervision. These remarks may probably be those given by supervisors who supervised the students when they had not guided them in the preparation of the lesson plans.

Only 0.23% of the remarks fell in the 'other' (or miscellaneous) category. It means that most of the supervisory remarks pertain to the execution of lesson plans, personality of student-teachers, evaluation of the teaching and preparation of the lesson plans.

The bottom row of Table D.1 presents the percentages of remarks according to their quality such as -

1) Negative but Critical: where the criticism of the performance of the teacher is negative in form or an adverse comment is made on his class-room activity. 'Do not suggest the answer to the question yourself', 'apparatus was not visible to the back benchers' are negative and critical.

11) Negative, but suggestive: Sometimes the remarks are negative in form but they imply positive suggestions, for

example 'Do not have mannerisms', 'Do not speak too fast' etc.

iii) Neutral where a remark is just a statement of the activity of the student-teacher without any comment it has been considered neutral. For example 'the teacher used the black-board', 'lesson was introduced', 'chart was shown' etc.

iv) Appreciative where the remark gave approval, recognition or praise to the activity of the teacher it has been viewed as appreciative. For example 'Teachers' handling of students is sympathetic'; 'Teacher was well prepared'; 'Teacher got answers elicited from the students properly'; 'questions were properly framed' etc.

v) ^{Constructive}~~Suggestive~~: A remark was termed ^{Constructive}~~suggestive~~ if it gave a positive direction to the teachers' activity by suggesting the steps for improving the performance, the direction for improvement or the aspects in which the improvement was required. For example 'the preparation of gas should have been explained with the help of demonstration', 'ask direct and specific questions', 'reduce the pitch of your voice' etc.

It is seen that 41.6% of the remarks are 'appreciative'. It seems surprising that supervisors give appreciative remarks in such abundance, because there is a general complaint by the examiners that the standard of teaching by the student-teacher is deteriorating. It is likely that the supervisors

give appreciative remarks for the following reasons :

Firstly, they might have given the appreciative remarks to encourage the student-teachers and also to develop self-confidence among them. Secondly, the supervisors might have followed the path of least resistance. An appreciative remark hurts nobody, whether it has been awarded deservedly or not. Thirdly, it might have been due to 'halo' effect. Whatever be the reason or reasons, it is noteworthy that most of the supervisory remarks are appreciative.

24.9% of the remarks are constructive. Supervisors are aware of the need for giving concrete suggestions to improve the student-teachers' class-teaching. At the same time, it is difficult job to give constructive suggestions. It requires a lot of experience, insight, proficiency and sincere effort on the part of the supervisor to give such remarks. Therefore, the low percentage of constructive remarks does not appear to be unusual.

It is really noteworthy that a sizeable percentage of remarks (18.9%) is negative in form but suggestive in meaning. It may be remarked that such remarks are not quite forceful and they are liable to be misinterpreted. Sometimes, the student-teachers miss the intent of the remark and consider it to be negative. Purely negative remarks are 8.5% in number. They are definitive in their effect and may be considered to be better than those in the previous category (negative but suggestive).

The percentage of neutral remarks, namely 6.2% is not high. These remarks have a neutral effect and satisfy only the formal requirements. A remark such as 'the lesson was taught', or 'b.b. summary was given' denotes a colourless fact and does not help improve student-teaching. Supervisors perhaps wrote such remarks to show that they had supervised the lesson,^u formality which has to be gone through.

A scrutiny of the cell frequencies in table D.1 shows that the largest frequency is in the execution-appreciative category. Nearly 23% of the total remarks fall in this cell. It means that supervisors mostly give appreciative remarks about execution of the lesson plan. This is understandable since it has been observed earlier that most of the remarks are 'appreciative' according to quality, and are about execution of the lesson-plans according to their content. The distribution of the frequencies of the remarks among the cells shows that they are equitably distributed.

Having presented the quantitative distribution of remarks, by means of the two-way analysis chart, it seems appropriate to deal with the specifics of each category according to the content.

TABLE D-2.

Specific aspects of the Student-Teachers' Lesson-Plans noted by the Supervisors.

| Sl. No. | Specific Aspects of Execution | No. of remarks | Percentage | Rank |
|---------|---------------------------------|----------------|---------------|------|
| 1. | Introduction | 281 | 2.9% | 14 |
| 2. | Development of the lesson | 571 | 5.9% | 7 |
| 3. | Explanation | 297 | 3.1% | 12 |
| 4. | Narration | 291 | 3.0% | 13 |
| 5. | Demonstration | 116 | 1.2% | 20 |
| 6. | Model reading | 521 | 5.4% | 8 |
| 7. | Examples | 166 | 1.7% | 17 |
| 8. | Correlation | 212 | 2.2% | 15.5 |
| 9. | Logical sequence | 130 | 1.3% | 19 |
| 10. | Dramatisation | 89 | 0.9% | 21 |
| 11. | Knowledge of the subject | 321 | 3.3% | 11 |
| 12. | Questioning | 952 | 9.8% | 3 |
| 13. | Fostering Constructive Thinking | 141 | 1.5% | 18 |
| 14. | Dealing with answers | 399 | 4.1% | 9 |
| 15. | Student participation | 815 | 8.4% | 4 |
| 16. | Blackboard work | 1237 | 12.8% | 1 |
| 17. | Other teaching aids* | 503 | 5.3% | 5 |
| 18. | Timing of the lesson | 325 | 3.4% | 10 |
| 19. | Recapitulation | 212 | 2.2% | 15.5 |
| 20. | Supervision of class-work | 754 | 7.8% | 6 |
| 21. | Class-management | 1026 | 10.6% | 2 |
| 22. | Home Assignment | 30 | 0.3% | 22 |
| | | <u>9690</u> | <u>100.1%</u> | |

* Other teaching aids means all the material aids other than black-board.

Execution of the Lesson-plans:

The most cared-for aspect of the practice-teaching programme seems to be the execution of the lesson plans, as 59% of the remarks fall in this area. Table D-2. presents the percentage of the frequencies of remarks and their ranks under the various aspects of execution of the lesson plan.

It is clear from Table D-2. that the most cared-for aspects of the execution of the lesson plan are :-

| | <u>Percentage</u> | <u>Rank.</u> |
|---------------------|-------------------|--------------|
| Black-board work | 12.8% | 1 |
| Class management | 10.6% | 2 |
| Questioning | 9.8% | 3 |
| Pupil participation | 8.4% | 4 |
| Teaching aids | 8.3% | 5 |
| | <hr/> | |
| | 49.9% | |
| | <hr/> | |

The above five aspects account for nearly 50% of the total remarks about execution. It means the supervisors attach the greatest significance to blackboard work and other teaching aids ($12.8 + 8.3 = 21.1\%$), questioning and student participation ($9.8 + 8.4 = 18.2\%$) and class management (10.6%). It seems quite understandable because training college methodology is oriented towards the indispensable use of material aids and students participation as evinced by the question-answer process. Class management has attracted a high frequency of remarks, because it is a problem with the student-teachers most of the time.

Five least cared-for aspects of the execution of lesson-plans are :

| <u>Item</u> | <u>Percentage</u> | <u>Rank</u> |
|-------------------------------------|-------------------|-------------|
| 1. Home assignment | 0.3% | 22 |
| 2. Dramatisation | 0.9% | 21 |
| 3. Demonstration | 1.2% | 20 |
| 4. Logical sequence | 1.3% | 19 |
| 5. Fostering constructive thinking. | 1.5% | 18 |
| | <u>5.2%</u> | |

These five aspects account for only 5.2% of the total remarks in this area.

It is really revealing that no care was bestowed on seeing that student-teachers gave home assignment to their students and corrected them. The seriousness of this supervisory lapse is heightened when it is borne in mind that every lesson-plan usually ends with a mention of specific home assignments.

It is understandable that very few remarks are about dramatisation and demonstration, because these techniques of teaching are confined to history and practical lessons in Science respectively. But, neglecting the observation of logical sequence and constructive thinking seems to be deplorable. These are the aspects of the execution of the lesson plan which should be given top priority.

TABLE D-3.

Traits of Student-Teachers' Personality as
assessed by the Supervisors.

| Sl. No., | Aspects of Personality | Frequency | Percentage | Rank |
|----------|-------------------------------------|-----------|------------|------|
| 1. | Speech | 505 | 15.2% | 3 |
| 2. | Confidence | 731 | 21.8% | 1 |
| 3. | Self critical | 010 | 00.3% | 18 |
| 4. | Willingness to learn | 51 | 1.5% | 13 |
| 5. | Habit of hard work | 556 | 19.7% | 2 |
| 6. | Sincerity | 65 | 2.0% | 11 |
| 7. | Carefulness | 31 | 0.9% | 15 |
| 8. | Tolerance | 25 | 0.7% | 16 |
| 9. | Patience | 143 | 4.3% | 7 |
| 10. | Resourcefulness | 91 | 2.7% | 9 |
| 11. | Common-sense | 5 | 0.2% | 19 |
| 12. | Self control | 23 | 0.7% | 17 |
| 13. | Flexibility | 49 | 1.5% | 14 |
| 14. | Class-room manners | 221 | 6.6% | 6 |
| 15. | Student-teachers activity | 228 | 6.8% | 5 |
| 16. | Knowledge of individual differences | 256 | 7.7% | 4 |
| 17. | Dealing with gifted children | 109 | 3.3% | 8 |
| 18. | Dealing with Problem children | 72 | 2.3% | 10 |
| 19. | Remedying problem children | 60 | 1.8% | 12 |
| | | 3331 | | |

It seems that other aspects of teaching are given moderate importance, because remarks about them are, by and large, infrequent and vary between 2% and 8%.

Personality:

Remarks about personality of the student-teachers were further analysed into different items and results presented in Table D-3. From the table it is clear that the most important aspects of students' personality that are observed by the supervisors are:

| <u>Aspects Personality</u> | <u>Percentage</u> | <u>Rank</u> |
|---|-------------------|-------------|
| 1. Confidence | 21.9% | 1 |
| 2. Habits of hardwork | 19.7% | 2 |
| 3. Speech | 15.8% | 3 |
| 4. Knowledge of individual differences. | 7.7% | 4 |
| | <hr/> 64.5% <hr/> | |

It is now clear that most of the appreciative remarks which were found to be in the area of personality were intended to develop self-confidence among the student-teachers, because 21.9% of the remarks in this area are about self-confidence. The second important aspect of student-teachers' personality which was stressed by the supervisors is their habit of hard work. Aspects of their speech and knowledge of individual differences are next in order of emphasis. 64.5% of the total remarks on personality fall in these four categories.

The four least important aspects of the student-teachers' personality which are not emphasized by the supervisors are :

| Aspects | Percentage | Rank |
|--------------------|------------------|------|
| i) Common sense | 0.2% | 19 |
| ii) Self criticism | 0.3% | 18 |
| iii) Self-control | 0.7% | 17 |
| iv) Tolerance | 0.7% | 16 |
| | <hr/> 1.9% <hr/> | |

These four aspects of personality account for only 1.9% of the total remarks. These personality qualities are not unimportant. Yet, supervisors do not emphasize them. Perhaps, they get very little opportunity to observe these characteristics. For example, in a preplanned lesson, where every answer or narration is structured and pupils ask questions only rarely, the student-teacher has very little opportunity to evince common sense. Naturally there are very few remarks in this area. It seems that the 'self-critical' attitude is rare among the student-teachers who are often on their defence. Perhaps, they get enough criticism from outside and feel no need for self-criticism. Hence, the supervisors have no means by which they could elicit the extent of self-control exercised by the student-teachers. Similarly, there is no occasion for the supervisors to mark out the tolerance of the student-teachers, because the chances are rare when they can exhibit this personality

trait.

The other personality characteristics such as resourcefulness, sincerity, flexibility etc. are emphasized only in a small measure (Table D-2). Moderately emphasized characteristics are patience, class-room manners, dealing with the gifted children etc.

TABLE D-4.

Aspects of the Supervisors' Evaluation of the student-teachers' lessons.

| Sl. No. | Aspects of Evaluation | Frequency | Percentage | Rank |
|---------|---|------------|----------------|--------|
| 1. | Overall impression of the lesson. | 1080 | 40.6% | 1 |
| 2. | Progress of the student-teacher. | 282 | 10.6% | 5 |
| 3. | Application of the knowledge of Psychology. | 118 | 4.4% | 7 |
| 4. | Sympathetic attitude | 285 | 10.8% | 4 |
| 5. | Motivation of children | 229 | 8.6% | 6 |
| 6. | Interest of children | 344 221 | 12.8% 10.1% | 2 3 |
| 7. | Attention of children | 321 | 12.1% | 3 |
| | | 2659 | 99.9% | |

Evaluation:

From Table D-4. it is obvious that nearly two-fifths of the total remarks of the supervisors on evaluation are about the overall impression of the lesson taught. This

shows that supervisors are either unable to spell out the constituent parts of evaluation or they do not care to evaluate the student-teachers' performance in detail. It may be remarked here that the over-all evaluation is of doubtful educative value, because the student-teacher is unable to obtain from it an idea of his specific strengths and weaknesses.

Remarks about the evaluation of interest of the children and their attention come next in frequency. 12.8% of the remarks are about evaluation of children's interests and 12.1% about their attention. It means that the supervisors were of the opinion that the student-teachers' lessons were interesting and capable of engaging children's attention.

Remarks about the attitude of the student-teachers towards their pupils, about the progress of the student-teachers and about motivation of the children are also frequent. However, it is surprising to note that the supervisors laid very little emphasis on the evaluation of application of the knowledge of psychology to the teaching-learning process in the class-room. It seems that the theoretical knowledge of psychology of learning is not brought to bear on the practical aspects of learning. This is, in fact, a negation of the purpose of including psychology in the syllabus of the B.Ed., course.

Preparation of Lessons

Very little emphasis is laid by the supervisors

through their remarks given at the time of supervision, on the preparation of lesson-notes and preparation of the lesson. The different aspects of the preparation and the frequency and percentage of remarks about them are presented in Table D-5.

TABLE D-5.

Aspects of Preparation of Lessons by
Student-Teacher:

| Sl. No. | Aspects of Preparation | Frequency | Percentage | Rank |
|---------|-----------------------------|-----------|------------|------|
| 1. | Preparation of lesson | 274 | 38.3% | 2 |
| 2. | Preparation of lesson-plan. | 351 | 49.1% | 1 |
| 3. | Further reading suggested. | 90 | 12.6% | 3 |
| | | 715 | | |

From Table D-5. it is seen that nearly half of the total remarks on the student-teachers' preparation are about the preparation of the lesson plans. 38.3% of them are about the student-teachers preparation of the lesson. It may be observed that the preparation of the lesson is different from the preparation of the plan. The plan may be very good, yet the student may not be prepared to give the lesson as efficiently as it has been planned. However, it is observed (vide Table D-4) that only 12.6% of the remarks are about suggestions for further reading. It is really a lacuna in the class-teaching by the student-teachers that

they do not suggest books for further reading. Knowledge gained in the class-rooms is thus not integrated with the knowledge imparted by the books.

Thus, it is seen that the analysis of remarks given by the supervisors at the time of supervision, clearly exhibits a hierarchy in the degree of emphasis laid on the different aspects of the class teaching done by the student-teachers. Supervisors laid emphasis on execution of the lesson plan, personality of the student-teachers, evaluation of the performance and preparation of the lesson in the decreasing order.

SECTION - E.

COOPERATION OF THE PRACTISING-SCHOOLS

Data about the extent of cooperation between the teachers of training institutions and the practising-schools, were collected from the principals and the staff of the schools. These are the persons who are on the job and know the realities of the situation full well. Consultation with them may prove of great benefit to the student-teachers as well as to the supervisors. This section presents the opinions of principals and teachers of practising schools regarding the extent of co-operation between them and the training institution and also their opinions about the

TABLE E-1.

Cooperation sought from the Principals and Teachers of the Practising Schools.

| Sl. No. | Item No. | I T E M. | Response | |
|---------|----------|--|----------------------|-------------|
| 1 | 1 | क्या छात्राध्यापक आपकी कक्षा को पढ़ाने के लिये विषय वस्तु के चयन में आपसे सहायता लेते हैं। | हाँ | 61% |
| | | | नहीं | 39% |
| 2 | 2 | यदि हाँ तो छात्राध्यापक ऐसी सहायता किस समय लेते हैं। | सत्र के प्रारम्भ में | 56% |
| | | | बीच-बीच में | 29% |
| | | | वैकल्पिक | 9% |
| | | | अन्य | 6% |
| | | | | <u>100%</u> |
| 3 | 3 | क्या छात्राध्यापक कक्षा शिक्षण की विधि के बारे में आपसे सलाह लेते हैं? | अधिकतर | 14% |
| | | | कम | 29% |
| | | | बिल्कुल नहीं | 57% |
| 4 | 4 | क्या छात्राध्यापक कक्षा को नियन्त्रण में रखने के लिये आपकी सहायता लेते हैं? | अधिकतर | 63% |
| | | | कम | 29% |
| | | | बिल्कुल नहीं | 8% |
| 5 | 5 | क्या छात्राध्यापक किसी वास्तव्य सामग्री को कितने बिन्दुओं में समाप्त किया जाय इस विषय में आपसे राय लेते हैं? | हाँ | 21% |
| | | | नहीं | 79% |
| | | | | <u>100%</u> |
| 6 | 9 | क्या बी०एच० के अध्यापक आपको डेय दृष्टि से देखते हैं? | हाँ | 12.5% |
| | | | नहीं | 87.5% |
| | | | | <u>100%</u> |
| 7 | 10 | क्या बी०एच० के अध्यापक आपकी बातों को उचित महत्त्व देते हैं? | हाँ | 77% |
| | | | नहीं | 23% |
| | | | | <u>100%</u> |
| 8 | 11 | क्या बी०एच० के अध्यापक आपसे शिक्षण विधि के विषय में आपसे बातें करते हैं? | हाँ | 31% |
| | | | नहीं | 69% |
| | | | | <u>100%</u> |
| 9 | 12 | क्या बी०एच० के अध्यापक आपसे छात्राध्यापकों के शिक्षण का पर्यवेक्षण का अनुरोध करते हैं? | हाँ | 45% |
| | | | नहीं | 55% |
| | | | | <u>100%</u> |

advantages and the dis-advantages of the practice-teaching carried on in their schools.

From Table K-1. it is seen that 39% of the principals and teachers reported that they were not consulted by the student-teachers in the selection of the subject content to be taught by them. Perhaps, these teachers were not concerned with the classes engaged by the student-teachers. It is also probable that the supervisors themselves took the subject contents from the school teachers directly and distributed them among their student-teachers. Whatever help the student-teachers took from the school teachers, they perhaps did so in the beginning of the session (item 2). Rarely do student-teachers seek the help of school teachers daily.

It is surprising that the school teachers are rarely consulted about the methods of teaching. 57% of school teachers reported that they were not consulted by the student-teachers (item 3) and 69% of them reported that the supervisors did not consult them about the methods of teaching (item 11). The investigator feels there is estrangement between the training institutions and the school. One probable reason for this may be the rejection by the school teachers of the methodology of teaching imparted in the training colleges. May be, the supervisors feel the sting and do not talk to the school teachers on the subject.

However, the school teachers are requested frequently to help the student-teachers in their efforts to maintain class room discipline and class-management. 63% of the school teachers reported that their help was sought frequently and 29% of them reported that such help was sought only occasionally. Only 8% of them reported that they were never consulted for the purpose. Therefore, it seems that class management is a weak link in the teaching practice of student-teachers. Sometimes, the school teachers are requested to sit at the back of the class only to help maintain class-room discipline. This state of affairs is really a sad commentary on the so-called interesting teaching done by student-teachers with the help of profuse material aids.

Another vital issue where the school-teachers should be consulted is the coverage of the syllabus. From Table E-1. (item 5) it is clear that 79% of the school-teachers were not consulted on this issue. It may be remarked that it was found earlier* that the supervisors did not consider it a serious error if a student teacher did not finish the lesson within the period.

It is gratifying to find that most of the school-teachers (87.5%) felt that the supervisors did not look down upon them. Only 12.5% of them reported that they looked down upon them. It is unfortunate that even this small

* Vide page 95 of this report.

percentage of school teachers harbours such a feeling. But, on the whole the attitude of most of the school-teachers is favourable towards the supervisors. This conclusion is further strengthened by the fact that 77% of the school teachers reported that the supervisors accorded due weightage to their opinions. There is thus considerable harmony and adjustment between the supervisors and the school teachers.

There seems to be a tendency among the supervisors to delegate the task of supervising student-teachers to the school teachers. 45% of the school teachers reported that the supervisors requested them to supervise the teaching of the student-teachers. The motivation for such a request may be two fold. Sometimes the supervisors request the school teachers to supervise the class, because they have no time. And sometimes they make the request to find out the reaction of the school teachers or to secure the evaluations of the school teachers in regard to the level of efficiency attained by the student-teachers. In the latter case, both the student-teachers and supervisors are benefitted, if they take the observations of the school-teachers sincerely. It is through such exchange of opinions that the school-teachers influence the supervisory practices. In the present investigation, however, it could not be ascertained which of the two motives noted above, influenced the supervisors to seek the help on the school teachers in the task of supervising^{ing} the S.T's.

The teachers of the practising school experience certain difficulties when their school is taken over as a practising school by teachers' training colleges/B.Ed. departments. At the same time they stand to gain in certain respects.

Responses to item 7 table K-2. show that the greatest dis-advantages is that there is a considerable lag in the coverage of the course. 88% of the school teachers complained of this difficulty.

74.8% of them reported that the pupils become naughty. The other dis-advantages are that they shirk the home-assignments (as reported by 62.9%) and they get habituated to the use of material aids (57%). 57.8% of school teachers complained that the student-teachers taught the wrong subject-matter and 55.5% of them said that the pupils lose the habit of self study. Thus, most of the school teachers are of the opinion that above dis-advantages exist wherever the student-teachers do practice teaching. However, only 33% of the school-teachers were found to be of the opinion that respect for the teachers in the mind of the students decreased because they saw that their teachers (i.e. student-teachers) were criticised by the supervisor in their presence.

As regards the advantages that accrue to the teachers from their school becoming a practising school, 75% of them reported that their social and professional contacts were

TABLE E-2.

**Advantages and disadvantages of Practice-Teaching
Programme to the Practising Schools.**

| Sl. No. | Item No. | I T & M. | Responses | |
|---------|----------|--|--------------|-------|
| | | | हाँ | नहीं |
| 1 | 1 | कुछ परीक्षातियाँ जिनका सामना उन विद्यालय के अध्यापकों को करना पड़ता है जहाँ बी०एड० के छात्र पढ़ाते हैं। | | |
| | | (अ) छात्राध्यापकों के पढ़ाने से छात्र शरारती हो जाते हैं। | 74.8% | 25.2% |
| | | (ब) छात्रों का कोर्स पिछड़ जाता है। | 88% | 12% |
| | | (स) छात्र सहायक सामग्री द्वारा पढ़ने के आदी हो जाते हैं। | 57% | 43% |
| | | (द) छात्रों में स्वाध्याय की आवस्यता समाप्त हो जाती है। | 55.5% | 44.5% |
| | | (य) छात्र गृह कार्य करने से जी चुराते हैं। | 62.4% 62% | 37.1% |
| | | (र) अध्यापकों के प्रति उनके मन में आदर कम हो जाता है क्योंकि वे रोजाना देखते हैं कि छात्राध्यापकों की आलोचना की जाती है। | 33% | 67% |
| | | (त) छात्राध्यापक कभी कभी विषय वस्तु का गलत ज्ञान दे जाते हैं। | 57.2% | 42.8% |
| 2 | 8 | बी०एड० के छात्राध्यापकों के पढ़ाने से मिलने वाले सुविधायें : | | |
| | | (अ) विद्यालय के अध्यापकों का कार्य भार हल्का हो जाता है। | 37% | 63% |
| | | (ब) विद्यालय के अध्यापकों का शिक्षण की प्रगतिशील विधियों से सम्बन्ध बना रहता है। | 59% | 41% |
| | | (स) बी०एड० के अध्यापकों से परिचय होने से शैक्षिक/सामाजिक क्षेत्र बढ़ जाता है। | 75% | 25% |
| 3 | 13 | क्या आप बसन्त करते हैं कि बी०एड० के छात्राध्यापक आपके विद्यालय के लिये अध्यापन करें | 47% | 53% |

broadened due to relationship with the supervisors. 59% of them reported that they learnt about the latest developments in the methodology of teaching. However, most of them did not hold that their work load was reduced. Only 37% of them accepted that they felt relief when their classes were taught by the student-teachers.

The overall assessment of the advantages and disadvantages of a school becoming a practising school is revealed by the responses of the school teachers to item 13 (Table E-2). Only 47% of them wished that their schools should be made a practising school. School-teachers are evenly divided on the issue. The dis-advantages seem to outweigh the advantages slightly. Thus it can be said that the teachers' training institutions are not proving their utility to the practising schools and they would not be sorry if the student teachers ceased to do practice-teaching in their school.

CHAPTER - VI.

CURRENT SUPERVISORY PRACTICES (CONTINUED).

Introduction:

The Supervisor is the corner stone of the teacher training programme. His professional, personal and academic qualities are of the utmost importance in any research study pertaining to supervisory practices. Realising their significance in the programme for teacher education, the investigator included them in her research design. The data collected about these skills and qualities are presented section-wise in this chapter as indicated below:-

| Section | Content | Source of Data | Tables |
|---------|--|-----------------------|------------------------|
| A | Professional skills of supervisors. | i) Supervisors | Q.1 part II Section A. |
| | | ii) Student-teachers. | Q.2 Section C. |
| B | Personal characteristics of supervisors. | i) Supervisors | Q.1 part II Section B. |
| | | ii) Student-teachers | Q.2 Section D. |
| C | Academic qualities of supervisors. | i) Supervisors | Q.1 part II Section C. |
| | | ii) Student-teachers. | Q.2 Section E. |

SECTION 'A'

PROFESSIONAL SKILLS

This section presents the data about the professional skills of the supervisors.

TABLE A-1.

Supervisors' and student-teachers' ratings of the professional skills of the supervisors.

| Sl. No. | Item No. | I T & M. | Scales 'Super- 'visors' 'rating' 'No. 89 | Student-teach mean rating N = 289 |
|---------|----------|---|---|--|
| 1. | 1 | What is the level of your understanding of your student-teachers? | 'Very high- 2.8 'Very low | 3.2 |
| 2. | 2 | To what extent do your S.T.'s follow your teaching? | 'Fully- 3.2 'never. | 3.2 |
| 3. | 3 | How often do you use b.b. in your class lectures? | 'Always- 2.9 'never | 2.6 |
| 4. | 4 | How good are you in b.b. writing? | 'Excellent- 2.8 'Very poor | 3.7 |
| 5. | 5 | How good is your b.b. sketching? | 'Excellent- 2.4 'Very poor | 3.1 |
| 6. | 7 | How often do you use illustrations to make teaching effective in your lecture classes? | 'Always- 2.8 'never | 3.0 |
| 7. | 10 | How good is your English pronunciation? | 'Excellent 2.6 'Very Poor | 3.2 |
| 8. | 11 | How good is your Hindi pronunciation? | 'Excellent 3.2 'Very Poor | 3.5 |
| 9. | 16 | In lecturing to your class of S.T.'s how often do your follow the methods you teach the S.T.'s for use in their practice lessons? | 'Always- 2.4 'never | 2.9 |

Table A-1 presents the mean ratings of the Professional skills of the supervisors made by themselves as well as by the student-teachers. The key to the numerical mean ratings is given below:-

| <u>Mean Rating</u> | <u>Verbal description</u> |
|--------------------|------------------------------------|
| Below 0.5 | Very low (lower end of the scale). |
| 0.5 to 1.5 | Below average |
| 1.5 to 2.5 | Average |
| 2.5 to 3.5 | Above average |
| 3.5 and above | Upper end of the scale. |

From Table A-1. it is clear that both supervisors and student-teachers rate the supervisors' level of understanding of their student-teachers as above average. It is evident that the supervisors understand their student-teachers fairly well. Similarly, both the groups agree that student-teachers follow the teaching of the supervisors, although not completely. Though the supervisors do not use the b.b. always, as they should, they do so nearly always.

Although the supervisors rate their black board writing as above average in excellence, their students rate it as excellent. Here, there is a large discrepancy between the two ratings. It is likely that the excellence of b.b. writing is judged by the two groups from two different points of reference. The criterion of excellence of the teacher is likely to be higher than that of the student-teachers.

Hence, there arises the difference in the two mean ratings.

Supervisors and students agree that the former make frequent use of illustrations to make their teaching effective and that their pronunciation of English words is good (above average). Here again, it is seen that the mean rating of the supervisors of their own pronunciation is 2.6 (which is at the lower end of the second category from the top), whereas the mean rating of the student-teachers is comparatively higher (3.2). The difference may be due to the difference in the points of reference of the two groups. But the two mean ratings fall in the same qualitative category and so the discrepancy is not much. Both the groups agree that the Hindi pronunciation of the supervisors is good, although it is not excellent.

It is interesting to find that the supervisors themselves follow the methods that they impart to their student-teachers for use in their practice lessons only moderately. The mean rating falls in the middle category. The student teachers, however, have a slightly better image of their supervisors' skills in following the training college methodology of teaching. The two groups differ in their rating and it may be concluded that there is some vagueness in the ^{practice} responses. It seems understandable that the supervisors do not follow the training college methodology of teaching in their own teaching, because then, they themselves cannot finish the course in time. However, it is

regrettable that they do not make use of the skills they try to pass on to the S.Ts.

TABLE A.2.

Supervisors' use of aids and skills in communication.

| Sl. Item No. | No. | I T & MS. | Supervisors | | Student-teachers | |
|--------------|-----|--|-------------|------|------------------|------|
| | | | Yes % | No % | Yes % | No % |
| 1. | 6 | Do you organise the subject matter you have to lecture on to your student-teachers logically in writing before going to the class? | 95.4 | 4.6 | 77 | 23 |
| 2. | 8 | Is your voice during lectures properly pitched? | 100 | 00.0 | 87.6 | 12.4 |
| 3. | 9 | Is your speech properly intonated and modulated? | 98.9 | 1.1 | 84.7 | 15.3 |
| 4. | 12 | Is your speech fluent? | 100 | 00.0 | 78.3 | 21.7 |
| 5. | 13 | Do you possess the skill to guide your student-teachers in the preparation of material aids? | 86.2 | 13.8 | 84.4 | 15.6 |
| 6. | 14 | Do you know how to operate the following: | | | | |
| | | i) Projector | 42.3 | 57.7 | 35 | 65 |
| | | ii) Tape recorder | 66.7 | 33.3 | 29 | 71 |
| | | iii) Camera ? | 76.4 | 23.3 | 26 | 74 |
| 7. | 15 | Which of the material aids can you prepare? | | | | |
| | | i) Charts | 92.1 | 7.9 | 75 | 25 |
| | | ii) Models ? | 69 | 41.0 | 62 | 38 |

Lesson Planning:

The response to item 6 (Table A-2) makes it clear that most of the supervisors (95.4%) organized the subject-matter they had to lecture on to their student-teachers, logically in writing before going to the class. But the percentage of the student-teachers who reported that their supervisors organized their subject-matter logically in writing is not so high. Only 77% of the student-teachers corroborate the supervisors' statement. The discrepancy in the responses of the two groups is large. It means there is some vagueness in the practice. It is likely that the supervisors used their old notes over and over again. Some student-teachers considered the notes to have been specially prepared afresh for the specific lecture to them, while others did not view them as such. Therefore, it may be concluded that supervisors use notes in delivering lectures. Whether they are recently prepared for the purpose or are old notes is an indeterminable issue.

Speech:

All the supervisors reported that their voice during the lectures was properly pitched, but only 87.6% of the student-teachers confirmed this fact. It seems that according to student-teachers there are some supervisors whose voice is not properly pitched. It may safely be stated that supervisors are not good judges of the pitch of their own voice, as they are involved more in speaking than in hearing. It is the student-

teachers who can evaluate the intensity of the pitch. It may, therefore, be rightly concluded that not all but most of the supervisors speak in the class at a proper pitch.

From Table A-2, items 12 and 13, it is clear that there is a sizable difference between the responses of the supervisors and student-teachers with regard to the intonation, modulation and fluency of the speech of the supervisors. Although most of them have desirable speech qualities, yet there are some who fall short of the standard. The high percentage of the 'yes' responses by the supervisors to these items may partly be due to ego-involvement.

Skill in the use and preparation of aids

86.2% of the supervisors possessed the skill to guide their student-teachers in the preparation of material aids. This fact is corroborated by 84.4% of the student-teachers. It means the responses are fairly consistent. Here it may be stated that all the teachers of the training colleges are trained and they are familiar with the know-how of the preparation of the material aids. Besides, they consider the use of material aids as a great prop of the training college methodology of instruction.

42.3% of the supervisors know the operation of the projector, 66.7% of the tape-recorder and 76.4% of the camera. But the percentages of student-teachers corroborating these statements about the supervisors' skills are much less.

The discrepancy may arise from the fact that the supervisors get little opportunity to demonstrate the use of these skills to their students, because the institutions might not possess the aids. Thus, the student-teachers remain ignorant of their supervisors' skills. For example, it is believable that 76.4% of the supervisors know how to click a camera, but only 26% student-teachers have reported that their supervisors possessed this skill.

The response patterns of the supervisors and the student-teachers to item 15 (Table A-2) show that most of the supervisors possessed the skill to prepare charts. Although the percentage of student-teachers supporting the supervisors is lower, yet the supervisors may be believed. Here too, it can be argued that the student-teachers might be ignorant of the supervisors' real skills in this connection.

However, it seems that fewer supervisors are skilful in the preparation of models than in the preparation of charts. This is easily understandable, because preparation of models requires skill of a higher order and also the plastic materials may not be easily available. Since no information was sought regarding the facts pertaining to the supervisors' skill in preparing these aids for their own demonstration lessons, a supervisor might have reported the kind of skill he acquired as a student-teacher himself during his training period.

Interpersonal relations

One of the dimensions of the professional skills of supervisors is the maintenance of warm and congenial relations with the student-teachers and also of unrestricted and free flow of ideas to and fro. Data collected from the supervisors and student-teachers in this connection are presented in Table A-3.

From the table it is clear that 88.8% of the supervisors enjoyed teaching children. Nearly 84% of the student-teachers supported this contention. The high degree of agreement between the two sets of responses shows that the teachers really enjoyed teaching children. It means that they not only possessed the skill to teach the little children, but also showed keen interest in teaching them. This is a laudable attitude, because generally the teachers of higher classes develop a wrong attitude towards teaching children and take no interest in them.

94.4% of the supervisors reported that they enjoyed giving demonstration lessons. 78% of the student-teachers corroborated this fact. Although the two percentages are at variance, yet both are very high and it can be said with a fair degree of reliability that the supervisors enjoyed giving the demonstration lessons. This fact is a natural corollary from their earlier responses when most of them reported that they enjoyed teaching the children.

However, there is a vast difference between the responses of the supervisors and the student-teachers regarding the

attention that supervisors paid to the individual needs of the student-teachers in their class. Only 28.2% of the student-teachers, as against 88.5% of the supervisors, reported that the latter attended to the individual needs of the student-teachers. The discrepancy clearly suggests that the practice is not significantly prevalent in the training colleges.

TABLE -A-3.

Skills pertaining to interpersonal relations.

| Sl. No. | Item No. | I T & M. | Supervisors | | Student-teachers | |
|---------|----------|---|--------------|--------------|------------------|--------------|
| | | | Yes | No | Yes | No |
| | | | % | % | % | % |
| 1. | 17 | Do you enjoy teaching children? | 88.8 | 11.2 | 83.9 | 16.1 |
| 2. | 18 | Do you enjoy giving demonstration lesson? | 94.4 | 5.6 | 78 | 22 |
| 3. | 13 | Do ^{you} attend to individual needs of student-teachers in your class? | 88.5% | 11.5 | 28.2 | 71.8 |
| 4. | 21 | Do you maintain social distance between you and S.T's? | 61.6 | 38.4 | - | - |
| 5. | 22 | Do you criticise S.T's in the presence of their class fellows? | 28.6 | 76.4 | 46.3 | 53.7 |
| 6. | 23 | Do you treat S.T's as co-professional rather than as pupils? | 73.3 | 26.7 | 72.7 | 27.2 |
| 7. | 24 | Do you try to develop neat and tidy work habits among S.T's? | 98.9 | 1.1 | 87.6 | 12.4 |
| 8. | 25 | Do you inculcate gentlemanly behaviour in S.T's? | 98.9% | 1 1 2.2 | 92.2 92.2 | 7.8 |
| 9. | 26 | Do your S.T's ask questions in your class? | 98.6 | 4.6 | 64 | 36 |
| 10. | 27 | Have you ever faced awkward situations in the class? | 25.3 | 74.7 | 47 | 53 |
| 11. | 28. | Do you pay special attention to - i) Gifted students ii) backward students ? | 77.4 85.7 | 22.6 14.3 | 53.8 46.2 | 46.2 53.8 |
| 12. | 29 | Are you easily accessible to your S.T's? | 94.3 | 5.7 | 81.4 | 18.6 |

It is highly probable that 28.2% of the student-teachers, who reported that their supervisors attended to ~~their~~ supervisors attended to their individual needs in the class-room, were those ^{who} could ask for the help of supervisors and get the needed assistance. A majority of them evidently remained passive in the class and did not ask for help; so, the question of attending to their needs did not arise.

The consciousness that student-teachers are students after all, often results in a social distance coming in between the supervisors and the student-teachers. The two groups do not communicate with each other freely, even on reasonably relevant matters. The distance remains even in informal social gatherings. 61.6% of the supervisors maintained a social distance with their student-teachers and 38.4% of them did not (item 21). If teaching is defined as an interaction between the teacher and taught, the social distance is likely to hamper the cause of education. Sometimes, it is believed that the maintenance of a social distance is a traditional feudalistic concept which persists even today. Whether this practice be considered desirable or undesirable, it is clear that there is a sizable number of supervisors who do not maintain any social distance in regard to their students.

Only 23.6% of the supervisors reported that they criticised their student-teachers in the presence of their class fellows (item 22). Against this percentage, 46.3% of the student-teachers reported that they (supervisors) did so.

There is a wide gap between the responses of the two groups. Here the nature of the item suggests that supervisors are likely to under-report their behaviour and the student-teachers over-report it. However, it is reasonable to conclude that supervisors do criticize their student-teachers in the presence of their class-fellows, a practice which may be annoying to S.Ts.

It is interesting to find that both the supervisors and student-teachers agreed that the former treated the latter as co-professionals rather than as pupils (item 23). 73.3% of the supervisors and 72.7% of the student-teachers reported the above fact. It seems that a majority of the supervisors is aware of that aspect of professional ethics that demands the student-teachers be treated as their co-professionals. It may be pointed out here that the issue of social distance (item 21) is altogether different from that^{of} co-professional treatment. Even among co-professionals, maintenance of social distance on the basis of cadre, age and prestige value of the field of specialization is possible. But, the awareness that student-teachers are the co-professionals of the supervisors modified the very attitude of the latter towards the former. However, it may be noted that there are 26.7% of supervisors who do not accept the student-teachers as their co-professionals. Probably, they believe ~~t~~ that the student-teachers are being trained as would-be teachers for secondary schools and at this stage of their

training they may not be considered as belonging to the professional cadre.

It is satisfying to find that nearly all the supervisors try to develop neat and tidy work habits among their student-teachers (item 24) and also to inculcate in them good manners (item 25). Training in neat and tidy work habits and in gentlemanly behaviour should be given a high priority in the training colleges, in view of the fact that those seeking admission to the training colleges at the present day generally come from the lower and lower middle socio-economic strata of the society. It is just possible that they are not familiar with the standard of work habits and manners which the schools and colleges wish to maintain.

Again, a serious discrepancy between the responses of the supervisors and student-teachers to item 26 is observed. 95.5% of the supervisors reported that their student-teachers asked questions in their classes, whereas only 64% of the student-teachers reported that they did so. Reflecting on the nature of the responses, we could find a plausible reason for the difference. It is likely that only 64% of the student-teachers asked questions in the theory classes engaged by most of the supervisors. But most of the supervisors without further thought reported that their student-teachers asked questions. Though only 64% of the student-teachers reacted to the teacher-stimulus in the class, yet we should consider the percentage satisfactory, because it is believed as a general

rule "students *snore while their teachers roar".

One plausible consequence of the two-way communication in the class-room is that student-teachers ask some oblique questions which place the supervisors in an awkward situation. Or this awkward situation might arise whenever the memory of the supervisors plays false. Only 25.3% of the supervisors reported that they had to face such awkward situations, which they tackled successfully. 47% of the student-teachers reported that supervisors had to face such awkward situations. This is no reflection on the efficiency of the supervisors, because whenever there is a lively two-way discussion, there is every likelihood that such questions as are beyond the understanding or the ready recollection of the supervisors come up. In such cases the attitude should be heuristic and not defeatist.

A redeeming feature of the situation in respect of professional skills of the supervisors is that they pay special attention to the exceptional (the gifted and the backward) students. 77.4% of the supervisors and 53.8% of the student-teachers reported that the former paid special attention to the gifted students, and 85% of the supervisors and 46.2% of the student-teachers reported that they attended to the backward students. Although the percentages of the two groups (supervisors and the student-teachers) who gave 'yes' responses differ widely and consequently it may be asserted that the practice is not strongly followed, yet it may be

concluded that the practice is not totally absent. Even if the student-teachers' report is to be believed, it is satisfying to note that about fifty percent of the supervisors tried to meet the needs of gifted and backward students and that their entire teaching was not meant only for the average group.

94.3% of the supervisors reported that they were easily accessible to their student-teachers and 81.4% students bore testimony to this fact. These percentages, though at variance, are very high and it can be concluded that there is very little stand-offishness among the supervisors.

SECTION B.

PERSONAL CHARACTERISTICS.

Some personal characteristics of the supervisors were studied through questionnaire 1, Pt. II, Section B, meant for the supervisors and questionnaire 2, Section D, meant for the student-teachers. The characteristics of the supervisors were inferred from their self-reported behaviour in the given situations and also from the report of the student-teachers. Supervisors' responses were on a three-point scale (always-sometimes-never) and the student-teachers' responses were dichotomous (yes-no). The responses of the supervisors were quantified by assigning a score of 2 to 'always', 1 to 'sometimes' and 0 to 'never'. These quantified responses were

averaged and the mean scale value was interpreted in terms of the original categories as follows:-

| <u>Mean Scale Value</u> | <u>Interpretation</u> |
|-------------------------|-----------------------|
| 0.00 - .5 | Never |
| 0.50 - 1.50 | Sometimes |
| 1.50 - 2.50 | Always |

The dichotomous responses of the student-teachers were reported in percentages. The data are presented in table B-1. The Table indicated that the supervisors tried 'sometimes' to be popular among the student-teachers. It seems that they did not consider it desirable to court popularity among the student-teachers, otherwise they would have reported that they always tried to be popular, because popularity always gives ego-satisfaction. Perhaps, they anticipated that they might be accused of seeking 'cheap popularity' which is definitely considered as a derogatory behaviour. The differences* between the reports of the student-teachers and the supervisors seems to be natural, because the latter may be tempted to under-report their attempts to be popular.

*Here it may be argued, that since the response styles of the supervisors and the student-teachers are not identical, the responses are not comparable. But it has already been made clear that the responses of the two groups have been compared on the assumption, that if a large percentage of supervisors behave in particular manner or follow a particular practice, a large percentage of student-teachers is likely to report that the particular behaviour or practice is obtaining among the supervisors. Similarly, if a particular pattern of behaviour is very frequently repeated by supervisors, a large percentage of student-teachers is likely to report that they follow the behaviour or practice uniformly.

TABLE B-1.
Personal Characteristics

| Sl. No. | Item No. | I T S M S. | Supervisors' | | Student- teachers | |
|---------|----------|--|--------------|--------|----------------------|------|
| | | | Mean | Rating | Yes | No |
| | | | | | % | % |
| 1. | 1 | I try to gain popularity among S.Ts. | Sometimes | 1.00 | 77.9 | 22.1 |
| 2. | 2 | In my dealings with the S.T's I maintain the dignity of the profession. | Always | 1.90 | 77.0 | 23.0 |
| 3. | 3 | In my relationship with the S.T'S I maintain a gentlemanly attitude rather than the attitude of a teacher. | Always | 1.70 | 75.0 | 25.0 |
| 4. | 4 | I snub S.T. whenever his behaviour is not gentlemanly. | Sometimes | 1.30 | 59.3 | 40.7 |
| 5. | 5 | I am unsparing in my criticism of S.T's teaching. | Sometimes | 1.30 | 50 | 50 |
| 6. | 6 | I give helpful and constructive suggestions rather than negative criticism in order to improve S.T's teaching. | Always | 1.80 | 81.3 | 18.7 |
| 7. | 7 | I give due consideration to individual differences among S.Ts when I give guidance. | Always | 1.80 | 74.3 | 25.7 |
| 8. | 8 | It is difficult to assess S.T's objectively. | Sometimes | 1.0 | 74.4 | 25.6 |
| 9. | 9 | I give full opportunity to S.T's to express themselves freely. | Always | 1.80 | 83.3 | 16.2 |
| 10. | 10 | I lose temper whenever S.T's fail to come upto my expectations. | Never | 0.49 | 41.6 | 58.4 |

(Contd...)

Table B-1 contd..

| Sl. No. | Item No. | I T E M S. | Supervisors | | Student-teachers | |
|---------|----------|---|-------------|------|------------------|------|
| | | | Mean rating | | Yes | No. |
| | | | | | % | % |
| 11. | 11 | Losing temper is a good method making S.T's work at optimum level. | Never | 0.45 | 53.9 | 46.1 |
| 12. | 12 | I do not mind unpunctuality on the part of S.T. only if I can spare the time when ² calls. | Sometimes | 0.90 | 65.3 | 34.7 |
| 13. | 13 | I criticise the S.Ts only in their presence. | Always | 1.70 | 69.7 | 30.3 |
| 14. | 14 | I quote a deserving S.T. as a model to other S.Ts. | Sometimes | 1.30 | 67.4 | 32.6 |
| 15. | 15 | I am sympathetic To S.T's. | Always | 1.70 | - | - |
| 16. | 16 | I do not pay attention to the complaints of S.T's. | Sometimes | 0.97 | 40.9 | 59.1 |
| 17. | 17 | I maintain some distance between me and S.T's. | Sometimes | 1.4 | 31.6 | 68.4 |
| 18. | 18 | My attitude to S.T. is not rigid. | Sometimes | 1.4 | 45.0 | 55.0 |
| 19. | 19 | I try to be smart in dress and manners. | Always | 1.8 | 69.7 | 32.3 |
| 20. | 20 | I treat the members of the staff of Practising Schools with courtesy. | Always | 2.0 | - | - |

Dignity of the Profession:

Responses to items 2 and 3 (table B-1) make it clear that the supervisors always maintained the dignity of the profession and also a gentlemanly attitude towards S.Ts, rather than that of an autocratic teacher. Most of the student-teachers also corroborated this contention of the supervisors. It seems that supervisors are conscious of their professional status and avoid doing anything that does not benefit their profession. At the same time, they also seem to treat their student-teachers in a cultured manner and not in a brusque way as the general run of teachers do. Such a standard of interpersonal relationship is expected of the supervisors, because the student-teachers are, at least, graduates and sometimes elderly persons.

Frankness in criticism:

The supervisors snubbed the student-teachers only 'sometimes', if their behaviour was not gentlemanly. Student-teachers also supported this view partly. 59% of them reported that their supervisors snubbed them under such conditions. This response pattern shows that the supervisors are not very impulsive or short-tempered. They possess a reasonable degree of restraint.

'Sometimes' the supervisors were unsparing in their criticism of the lessons of the student-teachers' (item 5). They are moderately frank and apprise the student-teachers of their weaknesses, even if the criticism is unpleasant to the

latter. 50% of the student-teachers confirmed that supervisors were unsparing in their criticism. Their responses also denote that this practice is moderately obtaining in the training colleges.

Constructive and methodical outlook

The supervisors 'always' gave constructive suggestions, rather than negative criticisms, in order to improve the teaching skill of the student-teachers (item 6). 81.3% of the student-teachers reported in favour of this contention of the supervisors. Supervisors evidently have a positive attitude towards the student-teachers and adopt a constructive approach to improve their teaching.

The supervisors reported that they always gave due consideration to individual differences among student-teachers when they guided them. A majority of students (74.3%) supported this claim of the supervisors. Thus, it is clear that the supervisors adopt methodical and psychological approaches in their dealings with their students. In their attempt to attend to the individual needs of the student-teachers, it seems that they seldom were partial to any S.T. This conclusion follows from their response to item 8. Supervisors stated that only 'sometimes' it was difficult for them to assess the student-teachers objectively. Most of the time they could assess the student-teachers objectively and attend to their individual needs. However, the student-teachers seem to differ from the supervisors as

indicated in their response to item 8. 74% of them reported that it was difficult for the supervisors to assess them objectively. The S.Ts' opinion in respect of this issue is greatly influenced by their own feelings in the matter. Hence, it is difficult to say anything conclusively regarding the objectivity of the assessment of the student-teachers by the supervisors.

Liberal outlook:

Responses to items 9, 10, 11 and 12 (table B-1) show that the supervisors were fairly liberal in their dealings with the student-teachers. They always gave the latter full opportunity to express themselves and never lost temper whenever the student-teachers failed to come up to their expectations. They did not believe that losing temper was a good method to improve the student-teachers. The latter also partly supported this contention, although some of them did feel that supervisors lost temper and believed in strong criticism. The difference is to be tolerated, not because it is due to any chance factor, but because the perception of others' behaviour is not free from the personal equation.

The supervisors also did not mind unpunctuality on the part of the student-teachers, if they could spare them time when they called. The supervisors were always sympathetic to student-teachers (item 15).

Another characteristic behaviour of the supervisors is that they criticised their student-teachers nearly always

in their presence and only rarely behind their back (item 13). But, they sometimes cited the example of a deserving student-teacher as a model to other student-teachers (item 14). It seems that the supervisors maintained a gentlemanly attitude in their communication with their students. The student-teachers acknowledged these facts to a great extent. The supervisors also did not sometimes pay attention to the complaints of the student-teachers. Perhaps, they feared that it would encourage the students to complain against others unnecessarily and develop among them a wrong attitude towards others. But they were not absolutely deaf to their complaints. They seem to have judged each case on its merit.

The supervisors sometimes maintained a distance between them and the student-teachers (item 17). Only 31.6% of the student-teachers approved of this behaviour of the supervisors. However, it seems that there is no rigid social distance between the supervisors and the student-teachers and that there exists some form of informal communication* between them.

The supervisors further stated that their attitude towards their students was flexible and not rigid. 45% of the students supported this view. It can be easily surmised that in the field of human relations obtaining in the training colleges, it is natural that attitudes should be flexible, firstly, because a particular group remains in the college only for a short period of one academic session,

* By informal communication is meant communication at a personal level, mostly outside the class-room.

and secondly, because the student-teachers are mature persons and are sensitive to the attitudes of the supervisors towards them. It is also probable that supervisors assess the student-teachers objectively and in consequence are free from bias.

The supervisors are punctilious about their own dress and manners. Perhaps, they still preserve some of the traditions of the training colleges of the days of the British rule when a supervisor used to be immaculately dressed and spoke in measured terms. However, only 69.7% student-teachers supported the contention of the supervisors in this respect. Evidently S.Ts observed some slackness in their teachers with regard to their dress and manners. And general observation supports the reports of the student-teachers rather than that of the supervisors.

It is interesting to find that the supervisors were always courteous to the staff of the practising schools and never tried to dominate over them.

SECTION - C.

ACADEMIC QUALITIES

It was decided to make a survey of the supervisors' academic qualities under the assumption that these go a long way in shaping the academic tone of the teachers' training programme and especially of supervisory practices. The

The academic qualities of the student-teachers were also studied, because it was necessary to examine the validity of the assumption given above, and also to determine the nature and extent of the impact of the beliefs, attitudes and habits of the supervisors on the student-teachers. This section presents the data and their analysis in regard to the academic qualities of the supervisors and of the student-teachers.

TABLE C-1.

Attitude towards Research

| Sl. No. | Statements. | Responses of the supervisors. | | Responses of the S.Ts. | |
|---------|---|-------------------------------|------|------------------------|------|
| | | Yes % | No % | Yes % | No % |
| 1. | The advancements in theory of education are, by and large the fruit of researches. | 89.8 | 10.2 | 94 | 6 |
| 2. | The researches in Education have helped immensely the cause of effective teaching. | 90.8 | 9.2 | 93 | 7 |
| 3. | The advancements in the field of education are the product of critical thinking and insight rather than systematic and scientific research. | 78.8 48.8 | 21.2 | 74 | 26 |
| 4. | The researches in the field of education have yielded no beneficial results to the profession. | 26.4 | 73.6 | 63 | 37 |

From Table C-1. it is clear that 89.8% of the super-

-visors and 94% of the student-teachers believed that the advancement in the theory of education was, by and large, the fruit of research. Both the percentages are high and nearly equal. It means that there is considerable agreement between the supervisors and their students in this respect.

Similarly, 90.8% of the supervisors and 93% of the student-teachers reported that they believed that research helped immensely the cause of effective teaching (item 2). These percentages are also high and nearly equal. Thus, it appears that both the supervisors and the student-teachers have a fairly favourable attitude towards research and have faith in its powers. However, it cannot be said definitely that they are familiar with the contribution of research to educational thought and practice, and it is probable that the halo effect of research in the physical sciences might be colouring their vision of the researches in applied sciences, especially in education. However, it is really satisfactory to find that they look upon research in education with favour and do not have a negative attitude.

78.8% of the supervisors and 74% of the student-teachers believed that the advancements in the field of education were the products of critical thinking and insight, rather than of systematic and scientific research (item 3). These percentages are fairly high, but not as high as those at item 1 or 2. Still, there is a good deal of overlap in the

responses to items 1, 2 and 3, although the first two items express belief patterns which differ from those expressed at item 3. The first two items express faith in research, whereas the third item attaches importance only to critical thinking and insight. This overlap may be explained by stating that systematic research is not only not devoid of, but necessarily implies, critical thinking and insight. Much insight and analytical and logical thinking are needed for doing scientific research. Without these elements, masses of data, however sincerely and accurately collected, yield no useful results. Therefore, the response patterns to item 3 is consistent with those to items 1 and 2 in the case of the supervisors and S.Ts. Thus, it may be inferred from the responses to items 1, 2 and 3 that both the groups possess favourable attitude towards research, as well as towards insightful and critical thinking.

The favourable attitude of the supervisors towards research is confirmed by their rejection of the suggestion that researches in the field of education have yielded no beneficial results to the profession (item 4). 73.6% of the supervisors ^{rejected item 4.} ~~agreed to it~~. But, it is strange to note that 63% of the student-teachers agreed to the suggestion that researches in the field of education yielded no beneficial results to the profession. This response of theirs seems to be incompatible with their earlier expressions of faith in the powers of research. The following reasons may be advanced

to explain this anomaly in their response patterns. It is likely that student-teachers are not familiar with the contributions of educational research to the advancement of the teaching profession, because the very mode of imparting knowledge to them is authoritative, in the sense that the results of researches are communicated to them as established facts. Hence, it is likely that student-teachers who are taking a first course in education, are unfamiliar with the contributions of research to the teaching profession, because of lack of proper emphasis on it in the lecture classes.

Personal libraries

61.6% of the supervisors reported that they possessed personal libraries. Considering the economic condition of the teachers, it may be said that this percentage is fairly high, although it should be higher still. It is also satisfying to note that 28% of the student-teachers possess their own library. The response to the question about the subjects on which they had books revealed that 22 supervisors had books on literature, 24 on education, 8 on psychology, 4 on Sanskrit, history and economics each, 2 on sociology, civics and law and one each on statistics, research methods, botany, zoology, physics, chemistry, mathematics, geography, commerce and Art. Three supervisors kept miscellaneous books also. The data

*The figures in this and the following paragraph are not presented in the form of a table.

shows that the reading interest of most of the supervisors is limited to literature, education and psychology. Supervisors rarely keep books on subject-matter in their personal library.

66.7% of the supervisors and 76.5% of the student-teachers generally bought the books they liked to read and the remaining ones tried to procure them through other means, such as borrowing from the libraries, colleagues and class-fellows and the book sellers. The table given below shows the percentages of supervisors and student-teachers who procured books by these means:

TABLE ^C
E-2.

Procurement of Books.

| Means for procuring books | Supervisors | Student-teachers. |
|---|--------------|-------------------|
| On loan from libraries | 47.0% | 43.1% |
| Borrowing from colleagues or class-fellows. | 31.3% | 40.1% |
| Borrowing from the book-sellers | 10.2% | 16.9% |
| Other means (not mentioned) | <u>10.9%</u> | <u>00.0</u> |
| | 100.0% | 100.0% |

It is seen that both supervisors and student-teachers satisfied their needs for books either by borrowing them from the library or from their colleagues, in case they were not in a position to purchase them. Only rarely they borrowed

them from the book-sellers. Perhaps, this kind of lending and borrowing of books is a rare practice in our country.

Table C-3. presents the percentages of the supervisors and student-teachers who spent all their leisure time or only a part of it, in reading serious literature.

TABLE C-3.

Leisure Time Reading.

| Leisure time spent in reading serious literature. ----- | Supervisors | Student- teachers. |
|---|---------------|-----------------------|
| All the time | 7.1% | 6.5% |
| Part of the time | 90.6% | 87.0% |
| None of the time | 2.4% | 6.5% |
| | <u>100.1%</u> | <u>100.0%</u> |

It is clear from the table that most of the supervisors and student-teachers devoted a part of their leisure to the study of serious literature. Only 7% of the supervisors and 6.5% of the student-teachers were extremely serious minded, in the sense that they spent all their leisure in studying serious literature. However, there was a small fraction of supervisors (2.4%) and student-teachers (6.5%) who did not relish serious reading at all.

Item 5 of this section ^{of the Questionnaire} provides data about the leisure time activities of the supervisors and the student-

teachers. The Responses of the supervisors and student-teachers presented in table ^{C-4,} show the relative frequency in percentage with which the different leisure time activities are followed by them. From this table it is clear that reading literature, serious or light and going on walks are the most popular leisure time activities among the supervisors. The least popular activities are physical exercises and practising music.

TABLE C-4.

Leisure time activities of Supervisors and Student-teachers

| Activities | % of responses of supervisors | % of responses of student- teachers* |
|----------------------------|-------------------------------------|---|
| Reading light literature | 17.4% | 14.1% |
| Reading serious literature | 18.9% | 9.4% |
| Playing indoor games. | 11.4% | 10.8% |
| Playing outdoor games. | 6.3% | 7.4% |
| Going on walks | 19.2% | 8.8% |
| Physical exercises | 4.8% | 7.1% |
| Pursuing hobbies | 10.8% | 8.6% |
| Practising music | 3.6% | 7.7% |
| Other activities | 7.5% | 26.0% |
| | <u>99.9%</u> | <u>99.9%</u> |

* The percentages under these two columns are not the percentages of supervisors and student-teachers, but the percentages calculated out of their total responses to this item separately for the two groups.

Table C-5 shows that although most of the supervisors and student-teachers read daily papers regularly, yet only a few of them read research journals and professional magazines.

TABLE C-5.

Study habits of Supervisors

| Sl. No. | Kind of the periodical Literature | Supervisors | | | Student-teachers | | |
|---------|-----------------------------------|-----------------|-------------------|-------|------------------|-------------------|-------|
| | | Read Regularly. | Read now and then | Total | Read Regularly | Read now and then | Total |
| 1. | Daily Papers | 81.6% | 18.4% | 100% | 71.7% | 28.3% | 100% |
| 2. | Popular Magazines | 44.0% | 56.0% | 100% | 46.2% | 53.8% | 100% |
| 3. | Professional Journals | 33.8% | 66.2% | 100% | 24.3% | 75.7% | 100% |
| 4. | Research Journals | 26.6% | 73.4% | 100% | 25.8% | 74.3% | 100% |

It is really interesting to note that the reading habits of the supervisors and student-teachers seem to be similar. Only with regard to the professional journals, a lower percentage of the student-teachers reported that they read them regularly.

Only 26.6% of the supervisors read research journals regularly. This low percentage shows that either they are not interested in the acquisition of new knowledge reported in journals, or they have very little opportunity to read these periodicals, because very few institutions subscribe

for them. Any how, the study habit of the supervisors with regard to research journals may be said to be unsatisfactory. Although only 25.5% student-teachers read research journals, yet it is not[^] a serious draw-back, because they may not understand the language, style and standard of the research journals. These observations apply also to the reading of the professional journals.

The supervisors were asked to rank their preferences for the different kinds of articles in news-papers. Table C-6. presents the average of the rank-orders given by them. From this table it is clear that the first preference of the supervisors is for political news. Their second and third preferences are tied together for book reviews and serious articles and their fourth and fifth preferences are also tied together for editorials and short stories. Thus, it is clear that although their first preference is for political news, they are also interested in serious articles, book reviews, editorials and short stories. The supervisors are least interested in market shares, poems, crime and sensational news. It seems that they are only moderately interested in sports news, advertisements and science notes.

At item No. 9 of Sec. C of the questionnaire supervisors were asked to mention the branch of education in which they had specialised. Table C-6, presents the percentages of the supervisors who had specialised in the different branches of education.

TABLE C-6

Supervisors' preferential order of items in News Papers.

| S.No. Kinds of articles. | Average rank order of preference of the supervisors. |
|-------------------------------|--|
| 1. Political news | 1 |
| 2. Book reviews | 2.5 |
| 3. Serious literature | 2.5 |
| 4. Editorials | 4.5 |
| 5. Short stories | 4.5 |
| 6. Sports news | 6 |
| 7. Advertisement | 7.5 |
| 8. Science notes | 7.5 |
| 9. Crime and sensational news | 9 |
| 10. Poems | 10 |
| 11. Market shares | 11 |

TABLE C-7

Specialized knowledge of the supervisors

| S.No. Branch of Education | Percentage of supervisors |
|---|---------------------------|
| 1. Educational Psychology | 16.7% |
| 2. Philosophy of Education (including principles and theories) | 12.4% |
| 3. Research Methodology in Education | 10.8% |
| 4. Current problems of Education | 10.2% |
| 5. History of education | 9.1% |
| 6. Administration and organisation | 7.0% |
| 7. Psychology of children and adolescents | 6.5% |
| 8. Sociology of education | 5.9% |
| 9. Psychology of exceptional children | 3.2% |
| 10. Economics of education and educational finance. | 1.1% |
| 11. Management applied to Education | 0.5% |

From Table C-6. it becomes clear that most of the supervisors possessed specialized knowledge in educational psychology, philosophy of education, research methodology, current problems and history of education (Total 59%). Incidentally, it may be observed that all these areas, except research methods are the teaching subjects of the B.Ed. course. Perhaps, the teachers reported themselves to be specialists in these subjects. It is interesting to note that few supervisors possess specialized knowledge of economics of education and management in education, Psychology of exceptional children and sociology of education. This means that they are unfamiliar with the new trends and developments in the field of education.

It is really astonishing to note that very few supervisors wanted to read recent books and journals in their fields of specialization, 41% of the supervisors mentioned no book or journal. The others who mentioned a few books did not mention any recent publications. For example, a few supervisors mentioned the following books:

Bernard's "Educational Psychology", Anastasi's "Psychological Testing", Blair et al "Educational Psychology", Sorenson's "Educational Psychology", Super's "Psychology of Careers", S.N.Mukerjee's "Education in India", Myer's "Vocational guidance", Jones' "Principles of Guidance", and S.K.Pal's "Guidance in all lands". Most of these titles are not recent works. It means that the supervisors are, by and large,

unaware of the new books in their field of specialization.

Only 7 supervisors expressed a desire to study the British Journal of Sociology and Social Psychology and only 2, the journal of Educational Research. Among the Indian journals which they wanted to read are the NIE Journal (2), Journal of Experimental Psychology (2), Teacher Education (4), Educational India (1) and Education (3). Nearly 50% of the supervisors mentioned no journal. It seems that they are not interested in the higher branches of their special fields.

Nearly 50% of the supervisors are not interested in subjects other than their teaching subjects. Out of the remaining ones, 20% are interested in Psychology, 14% each in Hindi, and History, 12% each in Art and Music, 10% each in English Literature and Economics and less than 8% each in Science, Sanskrit, Geography, Political science, Mathematics Home Science and Sociology. It is thus clear that no subject is of special interest to the supervisors. They seem to be interested in almost all the school subjects to some extent.

It is disappointing to find that 70% of the supervisors never attended any seminars, conferences, workshops or summer institutes and so did not refresh their knowledge. They must have been repeating their old experiences of teaching with tenacity from year to year. Out of those who attended seminars and conferences 12% attended seminars in student-teaching, 10% attended summer institutes, 5% workshops and

3% conferences. It is a revealing fact that in spite of the best efforts of the NCERT, most of the supervisors did not avail themselves of the opportunities provided to them to refresh and improve their professional knowledge and skills.

Nearly 66% of the supervisors who attended seminars and conferences believed that these served as venues for academic discussion. However, 34% of them thought they served mainly as occasions for social gathering and friendly get together. It is clear that these supervisors did not have a favourable attitude towards the seminars and conferences and it is likely that they did not avail themselves of the opportunity sincerely. Only a very small fraction of the supervisors attended these seminars with a sincere purpose and was really benefitted by them.

Organisation of group discussions in the teachers' training institutions is a very rare phenomenon. Only 10% of the supervisors organised such discussions often, 73.8% organised them only occasionally and 16.3% of them never organised such meetings. From her own experience the investigator can say that the supervisors lack the initiative for organising any discussions or talks of an academic nature. Only 26.5% of the supervisors held inter-departmental discussions in their college and 73.5% did not.

It is interesting to find that tutorial classes

were held by the supervisors in most of the training institutions, and the median number of classes held per week by a supervisor was nearly 7. In tutorial classes, 63.5% of the supervisors had informal talks with student-teachers in order to gain their confidence. It means the supervisors tried to develop informal interpersonal relations in the tutorial classes. Only 36.5% of the supervisors did not have informal talks.

In response to the question about their view on 'teachers' participation in politics', it was surprising to find that 43% of the supervisors expressed no view at all. It is surprising, because in response to an earlier question on their reading interests, they reported that they liked political news most. The discrepancy between the two responses may be explained by pointing out that interest in political news is one thing and actual participation in political affairs is altogether a different thing. 24% of the supervisors were of the opinion that the teachers should not take part in politics and 18% of them were of the opinion that they should take part in it. However, there was a small fraction of 16% who reported that the teachers should be familiar with current political events but that they should not take part in politics. This group was, in substance, of the view that they should not participate in active politics. No sensible person would like to say that the teachers should shut their eyes to political

events altogether. It is clear that most of the supervisors were not in favour of participation in active politics.

Only three supervisors did any research other than their M.Ed., project and no one ever published any paper in any journal. Also, supervisors very rarely contributed any article in education or allied subjects to popular periodicals. Only 4 of them ever wrote articles for their college magazine. Twelve supervisors (nearly 14%) were engaged in research for the Ph.D. degree and no one was doing research for any other purpose. Thus it is clear that the interest of supervisors in actual research is negligible, although they have a very favourable attitude towards research (vide p.138). Only one supervisor who had taken the Ph.D. degree was guiding students for the doctoral degree. Nor did any supervisor ever receive grant or award from NCERT or UGC for conducting research or publishing research reports.

Thus this investigation has brought to light a very dismal picture of the supervisors' interest and participation in higher academic activities. Supervisors' contribution to the production of new knowledge is nil.

Most of the supervisors had no intention of making B.Ed. students research minded. How could they when they themselves are immune to the contagion of research? A few teachers (3%) suggested they inspired S.Ts to read good books and to carry out short action-research projects.

On the whole, the academic qualities of the supervisors

are of the traditional type. Their knowledge and interest in the new fields of education are limited, and they seem to be averse to innovations and are unlikely to profit by experience scientifically.

SUMMARY

Below is given a brief summary of the supervisory practices which have been presented in this and the preceding chapter.

Organisation and administration:

All the teachers' training colleges of the Agra University were established after independence. None of them has all its practising schools under its own administrative control. A few institutions have one or two schools under their partial control. The practice-teaching is done mostly in two blocks, one for nearly one month in the months of August to October and the other in January to March.

In most of the colleges the supervisors are assigned 10 to 25 lessons per day for guidance and 10 to 20 lessons per day for supervision, with a median number of 16 and 15 respectively. Internal evaluation of the sessional work is mostly done by the subject specialist, though in some institutions all the supervisors give their individual assessment of a student-teacher. But, they do not use any

definite evaluation sheet for daily assessment of the practice-teaching done by the student-teachers.

Provision for co-curricular activities such as, debates, games and sports, first aid, scouting and dramatics exists in most of the institutions. There is also provision for educational handwork, but very few of the institutions have additional staff to help the student-teachers prepare material aids.

Guidance:

Supervisors ascertain the preferences of the student-teachers for practising schools only moderately, but most of S.Ts manage to get the school of their choice. In most of the institutions the preferences of the student-teachers for a particular class are ascertained. Ordinarily the supervisors assess the S.Ts' knowledge of the subject matter and try to bring them upto the mark if they are deficient in the basic knowledge of the teaching subject.

Nearly 50% of the supervisors follow the Herbartian approach of preparing the lesson-plan and only 8.2% of them follow the evaluation approach. The remaining follow the combination of the Herbartian and evaluation approaches. In the real sense the supervisors do not guide the student-teachers in the preparation of correct lesson plans. Most of them correct the plans themselves whenever they are faulty in one respect or the other. However, they lay great

emphasis on the correctness of the subject matter, written language and pronunciation of the student-teachers. Besides, equal emphasis is laid on the acquisition of the proper skill for questioning. The student-teachers are helped in acquiring the material aids from different sources and are also instructed to use them properly.

The supervisors mostly correct all the mistakes in the very first lesson plan. But, as a measure to develop self-confidence among their students, they sometimes permit them to teach a lesson, the plan for which has not been corrected in advance.

Supervision:

The two most prevalent patterns of supervision are (i) to supervise the class-teaching of only those student-teachers whose lesson plans have been corrected by the supervisors concerned and (ii) to supervise the class-teaching of all student-teachers in the practising schools assigned to the supervisors, irrespective of whether they have guided them in planning the lesson or not. The most prevalent mode of supervision is to supervise the class-teaching of all the student-teachers daily for a part of the period only, because several (3 to 6) students assigned to a supervisor teach in the same period. The median time devoted to the supervision of one student-teacher in a period of 40 minutes is 8 minutes. The other mode, although followed less frequently is to supervise only ^{two} or three student-teachers

per period by rotation. Very rarely the supervisor supervises the class-teaching of a student-teacher for the whole period.

The supervisors lay very much emphasis on the correctness of knowledge imparted by the student-teachers to their pupils, on skills of communication, on discipline and on interpersonal relations. They lay moderate emphasis on methodology of teaching such as logical sequence, speech, use of black-board and other aids, on dress of the student-teacher and on class room manners, including impartial and fair behaviour with the pupils. However, they lay very little emphasis on the extent of the subject-matter covered in a period and they also tolerate the errors of pronunciation, although they take much care of the pronunciation at the time of guiding the S.Ts.

The supervisors do not feel the need for supervising each and every lesson given by the student-teachers, but they feel that each and every error in teaching should be minutely observed and pointed out to the student-teachers. Most of the supervisors try to develop self-confidence among the student-teachers. They communicate their criticism of class-teaching mostly by writing remarks on the lesson plans or orally. In some institutions separate criticism note-books are maintained for recording the supervisors' observations.

Cooperation with the practising schools:

Most often the regular teachers of the practising

schools are consulted by the student-teachers or their supervisors regarding the content of the course to be taught by the former. But sometimes they are not consulted at all. Whatever help the student-teachers seek from the school teachers, they mostly take in the beginning of the session. The school-teachers are very rarely consulted about the methods of teaching both by the student-teachers and their supervisors. However, their help is sought in the maintenance of class-discipline and class-management.

There exists fairly amicable interpersonal relation between the supervisors and the school teachers and sometimes the former request that latter to do the supervision work.

The teachers of the practising schools feel some difficulty when their schools are used for practice-teaching. For example, their pupils become naughty, habituated to the use of material aids and shirk home work. They also feel that the course lags behind in coverage. But they admit they come in contact with the modern innovations in teaching when their schools are used for practice-teaching, and thus ^{do} drive benefit from the contact with supervisors.

Professional skills:

The supervisors understand their student-teachers fairly well and adjust their teaching in such a way that it is followed by them nearly fully. The supervisors use the blackboard fairly frequently and their blackboard writing

is above average in excellence. They also make use of illustrations in their own teaching. The Hindi pronunciation of the supervisors is good, but there is room for improvement. Their voice is properly pitched, but speech is not properly modulated.

It is interesting to find that the supervisors do not always use the methods of teaching which they recommend to their own student-teachers. They follow the method only to a moderate extent. But, they frequently organise the subject-matter that they have to teach logically before they go to their own theory class. Most of the supervisors possess the skill to guide their student-teachers in the preparation of charts and diagrams, but very few of them can guide them in the preparation of models. They are not proficient in the operation of tape-recorder and projector, but they can handle a camera.

The supervisors enjoyed teaching the children and did not hesitate to give demonstration lessons. But, it cannot be said with certainty that they attended to the individual needs of the children. A fairly good number of supervisors (61.6%) maintains social distance with their student-teachers and does not mix with them in social gatherings. Also, some of them criticise a student-teacher in the presence of his class-fellows, a practice which is unpleasant to the victim of the criticism. But most of the supervisors avoid this mode of criticism. They convey their criticisms through

written remarks or group talks. They also treat the student-teachers as co-professionals, and not merely as pupils and try to develop among them neat and tidy work habits and good manners.

Some supervisors encourage their students to ask questions in the class-room and do not mind if they are at bay and have to face awkward situations when some questions are oblique. The supervisors teach their class with a fairly open mind. As regards the professional skill in teaching the exceptional children, the supervisors possess it in a moderate degree.

Personal characteristics:

The supervisors do not try to be popular among their students, perhaps they do not think it desirable to make deliberate attempts to win popularity. They maintain the dignity of the profession and hold a gentlemanly attitude towards their student-teachers. They snub the S.Ts only sometimes, if their behaviour is not cultured or gentlemanly.

The supervisors have a helpful attitude towards their student-teachers and give constructive suggestions rather than critical remarks to improve their teaching. They try to be impartial to S.Ts in their dealings. They have a flexible attitude towards their students. They are also liberal and give them ample opportunity to express their view-points. The supervisors do not mind unpunctuality among

their student-teachers. They are also not particular about the smart bearing of their student-teachers. But they are punctilious about their own dress and bearing.

The supervisors treat the teachers of the practising schools with courtesy.

Academic qualifications

Most of the supervisors believe that the progress in theory of education is the fruit of researches and also that researches helped immensely the cause of effective teaching. They also believe that advancements in the field of education are products of critical thinking and insights.

61% of the supervisors possessed personal libraries. Whenever they need a book and are not able to purchase it, nearly half of them borrow it from the library and about 31% of them borrow it from their colleagues; others procure it from other sources. Only 7% of the supervisors read serious literature most of the time. Most of them devote to such literature only a part of their time. Their favourite leisure-time activities are going on walks, reading serious literature and/or light literature and playing indoor games. Most of them (81.6%) read daily newspapers, some of them (44%) read popular magazines, only one third of them read professional journals and one quarter research journals regularly. They seem to be interested mostly in political news, book reviews, and serious literature appearing in the daily newspapers. Most of them are not in favour of active particip

-tion in politics.

The supervisors' most favourite branches of education in which they possessed specialized knowledge, are educational psychology, philosophy of education, research methodology in education and current problems of education. Subjects finding the least favour with them are psychology of exceptional children, economics of education, educational finance, and management applied to education. It means that they are relatively unfamiliar with the recent advances in the field of education. Nearly 50% of the supervisors are not interested subjects other than their teaching subjects. Their contribution to new knowledge is also negligible.

Most of the supervisors possess favourable attitude towards seminars, summer institutes and academic conferences. But, there are supervisors who think that the seminars and summer institutes are venues for social get-togethers. This investigation brings to light a very dismal picture of the supervisors' interest and participation in higher academic activities.

CHAPTER - VII.

NORMS FOR EFFICIENT SUPERVISORY PRACTICES.

In the present chapter the norms for efficient supervision, collected through the rating scales, are presented. These norms emerge from the analysis of the responses of experienced teacher-educators to the items of the rating scale. It may be recalled that the teacher-educators were required to rate the importance of the practices for efficient supervision on a five point scale. It is implied that practices rated as extremely important and helpful for the purposes of supervision should be followed largely and those rated as moderately helpful/important should be followed only moderately. For the sake of clarity, data collected through the ratings of the practices have been presented section-wise as given below:-

| Section | Area of Norms | Source |
|---------|-------------------------|--------------|
| A | Guidance | Rating Scale |
| B | Supervision | " |
| C | Professional skills | " |
| D | Personal qualities | " |
| E | Academic qualities | " |
| F | Miscellaneous practices | " |

SECTION - A.

NORMS FOR EFFICIENT GUIDANCE

TABLE A-1.

Norms for Guidance Practices in Supervision.

| Sl. No. | Item No. | I T E M. | Mean rating | Qualitative category |
|---------|----------|--|-------------|---------------------------------|
| 1. | 1 | Ascertaining the preferences of a student-teacher for a particular practising school and assigning him/her to that school. | 3.83 | Moderately helpful. |
| 2. | 2 | Assigning the S.T. to the practising school according to the discretion of the supervisor in the interest of the S.T. | 4.03 | Moderately helpful |
| 3. | 3 | Ascertaining the preferences of S.T. for a particular class for teaching and making an assignment accordingly. | 4.07 | Moderately helpful |
| 4. | 4 | Helping the S.T. in analysing the syllabus into lesson units. | 4.63 | Extremely helpful |
| 5. | 5 | Helping the student in determining the teaching points in a lesson. | 4.66 | Extremely helpful |
| 6. | 6 | Asking the S.T. to rehearse the lesson before he/she goes to teach. | 3.77 | Moderately helpful |
| 7. | 7 | Correcting each and every mistake in the very first lesson plan of S.T. | 3.89 | Moderately helpful |
| 8. | 8 | Correcting each and every lesson plan of the S.T. | 4.00 | Moderately helpful |
| 9. | 9 | S.T. securing a certificate from the head/subject teacher of the practising school to the effect that a lesson has been delivered when it has not been supervised by the supervisor. | 3.18 | Neither helpful nor un-helpful. |

From Table A-1. it is clear that the practices mentioned at serial Nos. 4 and 5 are extremely helpful for supervision. Supervisors should invariably help the student-teachers in analysing the syllabus into lesson units and also in determining the teaching points. Firstly, the importance of dividing the syllabus into lesson units is felt very much, because without this division the coverage of the content within the specified period of time cannot be achieved. It may be recalled that the school teachers generally complain that student-teachers do not cover the course within the specified period of time (vide page 111 of this report).

Secondly, the determination of the teaching points in a lesson is also very important and it is the key to the planning of a lesson by the evaluation approach. Without a clear understanding of the teaching points, the lesson is liable to be vague and unsuccessful in execution. Thus, it seems quite reasonable that both of these practices i.e. 'helping the student-teachers in analysing the lesson into units' and 'helping them in the determination of the teaching points' should be greatly emphasized by the experienced supervisors.

From Table A-1. it is also clear that practices mentioned at serial Nos. 1 through 3 and 6 through 8 are only moderately helpful for bringing about efficiency in the work of supervision. For example, ascertaining the

preferences of student-teachers for a particular practising school and assigning them to that school (item 1) is only moderately helpful and should be practised only moderately. This is understandable, because sometimes the student-teachers are motivated by unjustifiable and unacademic considerations in choosing a practising school. A sincere and responsible supervisor should exercise his own judgement, whenever he finds that the student-teacher's motive behind his preference for a school is not reasonable and/or academic. At the same time, assigning the student-teacher to a particular school should not be left completely to the discretion of the supervisors (item 2), because in that case they may disregard the choice of the student-teacher even when it is justified.

Another moderately helpful guidance practice is that of ascertaining the preference of the student-teachers for a particular class for teaching and assigning them to that class (item 3). This practice is judged to be moderately helpful, perhaps for the reason that sometimes student-teachers avoid teaching higher classes, not because they have not studied the subject upto the degree level, but because they want to have an easy time of it in the preparation of lessons. They work below their optimal level of ability. Similarly, there are some student-teachers who wish to teach higher classes only for the prestige value or under the impression that teaching a higher class fetches good marks at the final examination. Hence, it seems natural that the experienced teacher-educators consider this practice of ascertaining preferences of the student-teachers for a class

not as 'extremely helpful' but only as 'moderately helpful'.

Other moderately helpful guidance practices are, asking the student-teacher to rehearse the lesson before he goes to teach, correcting each and every mistake in the first lesson plan, and correcting each and every lesson plan. Rehearsal of the lesson may result in the guidance procedure being overdone, and becoming laborious and impracticable. The main objective of guidance is missed, if the student-teachers are asked to rehearse the lesson. It is perhaps for these reasons that the experienced teacher-educators do not lay very much emphasis on this practice.

Correcting each and every error in the very first lesson is also only 'moderately helpful' because it discourages the student-teachers who are in the initial stages of their professional training. They are to be helped and not awed and subdued. It may be stated here that it is impossible for any one to prepare a fool-proof lesson plan, because there is no absolute standard for a correct lesson plan. There is no unassailable criterion by which to distinguish correct and incorrect lesson-plans. Hence, the experienced teacher-educators do not seem to attach very much importance to this practice. Similarly, they do not think that correction of every lesson plan by the supervisor is extremely helpful. Evidently, they are not opposed to the idea that the student-teachers should be permitted to teach some

lessons which have not been formally corrected. This practice may develop self-guidance among the student-teachers.

In some teachers' institutions, the student-teacher secures a certificate from the head/subject teacher of the practising school to the effect that he had taught the lesson, whenever the supervisor is unable to observe his class-teaching (item 9). The experienced teacher-educators are of the opinion that this practice is neither helpful nor unhelpful for enhancing the efficiency of supervision. And this is true. Actually, it is a practice that seems to have emerged from the assumption that the student-teachers may 'cheat' rather than 'teach', whenever they get an opportunity to do so. That the experienced teacher-educators do not judge this practice as definitely harmful substantiates the correctness of the assumption. It may be concluded that this practice is not helpful and should not be introduced in new institutions. However, those which are now following the practice may continue to do so, because it is not positively harmful to the cause of teacher-education.

SECTION-B.

NORMS FOR EFFICIENT SUPERVISION.

In order to find out the norms for efficient supervision the experienced teacher-educators were asked to rate a number of errors generally committed by the student-teachers on a five-point scale of seriousness. It was assumed that errors

in respect of the very important aspects of supervision would be rated as very serious, those in respect of the moderately important practices would be rated as moderately serious and so on.

Very Important Practices:

From Table B-1, it is clear that errors at serial Nos. 2, 4, 7, 8 and 9 are rated as very serious. It means that the practices mentioned at these items are very important for efficient supervision. For example, to ask a faulty question is a very serious error (item 2). Undoubtedly, the student-teachers should not ask faulty questions and if they do so, the supervisors should take a very serious note of it. The supervisors should also try to eradicate this kind of error.

The experienced teacher-educators also prescribed that the lesson should be developed with the help of the pupils (item 4), otherwise the entire teaching is likely to degenerate into a grand monologue which does not make any impact on the passive ^elist_heners in the class. The supervisors should, therefore, carefully mark at the time of supervision the extent to which the student-teacher elicits the co-operation of his pupils in developing his lesson.

Sometimes, the student-teachers pass taunting remarks on the pupils or ridicule them in the class (item 7). The experienced teacher-educators view this practice as a very

serious error. Therefore, a supervisor should be on the lookout for such behaviour on the part of student-teachers as tend to poison the sweetness of good interpersonal relations and discourage it. The supervisors should not take this matter lightly. What generally happens is that when the teacher by virtue of his authority ridicules any pupil, the rest of the class bursts into laughter and the pupil is humiliated. Therefore, he rarely dares to speak a word. The supervisor should see that the student-teacher faces awkward situations in the class with a sense of humour, rather than by hurling caustic taunts.

Item 8 and 9 pertain respectively to the late coming of student-teachers and to the S.T.s failing to engage the class without informing the supervisor. The experienced teacher-educators consider both of these practices as very serious errors. Therefore, the supervisors should see that no student-teacher goes late to the class. This can be done in two ways. The supervisor may check in advance that the student-teacher has reached the school in time, prepared for taking the class, or he may himself enter the class-room for supervision right at the beginning of the period. The first method of ensuring punctuality is always possible and should be followed. The second mode is not always possible, because the supervisor has to supervise several lessons in the same period. But, occasional checking by this method is desirable. Any leniency in this regard is undesirable.

TABLE B-1.

Norms for Efficient Supervision

| Sl. No. | Item No. | I T & M. | Mean rating | Qualitative category |
|---------|----------|--|-------------|----------------------|
| 1. | 1 | The S.T. is not able to connect the introductory questions with the statement of the aims of the lesson. | 4.17 | Moderately serious |
| 2. | 2 | The S.T. asks faulty questions. | 5.51 | Extremely serious |
| 3. | 3 | The S.T. does not deal satisfactorily with the partly correct answers of the pupils. | 4.17 | Moderately serious |
| 4. | 4 | The S.T. does not develop the lesson with the help of the pupils. | 4.50 | Extremely serious |
| 5. | 5 | The S.T. is not able to maintain good discipline in the class. | 4.1 | Moderately serious |
| 6. | 6 | The S.T. does not encourage the pupils to ask questions. | 4.1 | Moderately serious |
| 7. | 7 | The S.T. ridicules the pupils, if the pupil's answer is wrong or the pupil's question is oblique. | 4.5 | Extremely serious. |
| 8. | 8 | The S.T. comes late to the class. | 4.6 | Extremely serious. |
| 9. | 9 | The S.T. misses the classes without informing the supervisors. | 4.7 | Extremely serious |
| 10. | 10 | The S.T. is partial to a pupil or to a group of pupils. | 4.30 | Moderately serious |
| 11. | 11 | The S.T. is harsh upon the pupils | 4.3 | Moderately serious |
| 12. | 12 | The S.T. overlooks the mischief of the pupils which encourages them to do more of it. | 4.0 | Moderately serious |
| 13. | 13 | The S.T. is unable to explain a concept or process satisfactorily. | 4.4 | Moderately serious |
| 14. | 14 | There is a mistake in the ^{b.b.} summary given by the S.T. | 4.1 | Moderately serious. |

Similarly, if a student teacher misses a class without informing the supervisor, the latter should take a serious view of the omission. In all such cases 'prevention is better than cure'. By his alertness, punctuality and regularity, the supervisor should impress upon the mind of his student-teachers that going late to the class or missing the class without his permission are serious instances of misconduct. If he fails in making his student-teachers realize this fact, he would have to play hide-and-seek with them or would have to play the role of a police inspector.

Moderately Important Practices:

The errors mentioned at serial Nos. 1, 3, 5, 6 and 10 through 14, are considered to be moderately serious by the experienced teacher-educators. Therefore, the practices in respect of which these errors are generally committed are moderately important for efficient supervision.

Firstly, the supervisor should see that the student teacher connects the introductory questions with the statement of the aim of lesson (if he follows the Herbartian approach). If the student-teacher fails to do so, he is likely to fail to arouse the ^{apperceptive} appreciative mass in the minds of his pupils and it is probable that the new knowledge is not integrated with the old satisfactorily.

Secondly, the supervisor should see that student-teacher deals properly with the partly correct answers of

his pupils (item 3). Sometimes, it happens that the student-teacher ignores the partly correct answers and passes on to a new question or to another pupil. In this case, the pupil who gave the partly correct answer, remains in a state of suspense or uncertainty about the correctness of his answer.

Thirdly, the supervisor should see that the student-teacher encourages the pupils to ask questions (item 6). It is a general tendency among the pupils that they do not put questions to the teacher, unless the teaching is unusually thought-provoking^k or the teacher invites questions^u. The student-teacher is usually on the defensive and does not permit his pupils to ask questions and does not stimulate their curiosity. It is the duty of the supervisor to help the student-teacher develop self-confidence by permitting the pupils in his class to ask questions.

Fourthly, the supervisor should see that the student-teacher is himself clear about the concepts or processes he is teaching (item 13). Sometimes, the student-teacher is confused and makes a mess of the whole teaching. An efficient supervisor quickly perceives the situation and helps his student-teacher get out of the bog of confusion. This is an important function of efficient supervision.

Fifthly, the supervisor should carefully mark out if there is any mistake in the blackboard summary given by the student-teacher (item 14). An oral mistake is not so harmful

as a written one. So, errors in b.b. summary should invariably be pointed out before they are noted down by the pupils.

Other Moderately Important Practices:

Among the other moderately important practices are those pertaining to discipline and good interpersonal relations. Firstly, the supervisor should see that the student-teacher maintains good class-room discipline (item 5). It is the sine qua non of a proper teaching-learning situation. A noisy class-room is an unsuitable place for learning. The supervisor should help the student-teacher maintain proper class room environment, if the latter fails to achieve it himself.

Secondly, the supervisor should see that the student-teacher is not partial to a pupil or group of pupils (item 10). Partiality is inexcusable in a teacher. Partiality may manifest itself through several types of behaviour. Sometimes, the questions may not be evenly distributed by the student-teacher. Consequently, some students, particularly the back benchers and/or backward children are ignored. Sometimes, the teacher is partial in awarding punishments and rewards. All such behaviour results in loss of respect for the teacher and he thus fails to establish rapport with his pupils.

Thirdly, the supervisor should see to it that the student-teacher is not harsh upon the pupils (item 11). Harshness creates fear in the minds of the pupils. Lastly, it should also be the duty of the supervisor to see that

the student-teacher does not overlook the mischief of the pupils, thus encouraging them to do more mischief (item 12). If mischief is not nipped in the bud, it is sure to flourish. Sometimes, the student-teacher may lack courage to face the mischievous boys boldly and may be held to ransom by these boys. It is the duty of the supervisor to see that the student-teacher is not victimised in this manner.

If the supervisor performs these functions and duties at the time of supervision, the teaching of his student-teachers is likely to become efficient.

SECTION - C.

NORMS FOR EFFICIENT PROFESSIONAL SKILLS.

In order to establish norms for efficient professional skills, the experienced teacher-educators were requested to rate such skills on a five-point scale with regard to their importance in making supervision efficient. Data about the norms are presented in Table C-1.

Very Important Skills:

From Table C-1, it is clear that the skills listed at serial Nos. 1, 2 and 9 are considered to be very important by the experienced teacher-educators. Therefore, the supervisors should use the blackboard in their own teaching in the theory class (item 1) and make a sound preparation of the lesson before they go to the class (item 2). They

TABLE C-1.

Norms for Professional Skills of Supervisors

| Sl. No. | Item No. | I T E M. | Scale value | Qualitative category. |
|---------|----------|--|-------------|------------------------------------|
| 1. | 1 | Use of the b.b. by the supervisor in his own teaching in the theory class. | 4.5 | Very important |
| 2. | 2 | Sound preparation of the lesson by the supervisor before he goes to take his theory class. | 4.7 | Very important |
| 3. | 3 | Use of illustrations by the supervisor in his own class teaching. | 4.1 | Important. |
| 4. | 4 | Correctness of the pronunciation of the supervisor. | 4.3 | Important |
| 5. | 5 | Skill of the supervisor to guide the S.T. in the preparation of the material aids. | 4.1 | Important |
| 6. | 6 | Following the method of the training college by the supervisor in his own teaching. | 4.0 | Important |
| 7. | 7 | Supervisor maintaining distance with the S.T. | 3.0 | Neither important nor unimportant. |
| 8. | 8 | Supervisor's treating the S.T. as a co-professional rather than a pupil. | 4.3 | Important. |
| 9. | 9 | Supervisor's stimulating the S.T. in his theory class to ask questions. | 4.5 | Very important. |

should also stimulate the student-teachers in the theory class to ask questions (item 9). It is interesting to note that these three very important skills are concerned with the teaching done by the supervisor in his own theory class. This is natural, because it is in the theory class that the supervisor can present to his S.Ts a model of good teaching. Verbal instructions in the skills of teaching are not as impressive as the demonstration of these skills in the class.

Important Skills:

Firstly, the supervisor should himself use illustrations in his class teaching (item 3). Although the skill in using illustrations is not judged as important as the use of the blackboard by the experienced ^{teacher-educators} supervisors, because illustrations are not given in all kinds of lessons, whereas the use of the blackboard is needed in all types, yet it has been rated as important for efficient supervision.

Secondly, the pronunciation of the supervisor should be correct (item 4). Incorrect pronunciation is bound to affect the student-teachers adversely.

Experienced teacher-educators hold strongly the opinion that supervisors should possess the skill to guide the S.Ts in the preparation of material aids (item 5). It is an acknowledged fact that the use of material aids facilitates learning. Therefore, the supervisor's competence in the preparation of these aids is considered to be important.

One major criticism of the methodology of teaching imparted in training colleges is that the supervisors do not use the methodology in their own class teaching. The experienced teacher-educators are of the opinion that supervisors should follow this methodology in their own class teaching. The experienced teacher-educators are of the opinion that supervisors should follow this methodology and it is needed for enhancing the efficiency of supervision (item 6). The supervisor's adoption of the methodology in his own theory classes convinces the student-teachers that the methodology is not only valuable in theory but can be followed successfully in actual practice.

One of the major professional skills of a supervisor is his manner of treating his student-teachers. It should be borne in mind that S.Ts are would-be-teachers and are the co-professionals of the supervisor. The experienced teacher-educators emphasize that the attitude of co-professionalism towards the student-teachers helps the supervisor a great deal in making supervision effective (item 8).

The experienced teacher-educators feel that it is not important for a supervisor to maintain a distance between himself and his students (item 7). Therefore, it is not advisable for the supervisor to keep his students at arms length in matters of inter-personal relations. But, at the same time they also feel that if the supervisor maintains some distance, it is not harmful. It means that maintenance

of social distance with the student-teacher is neither useful nor harmful for efficient supervision. The issue seems to be irrelevant to supervisory practice.

SECTION-D.

NORMS FOR PERSONALITY CHARACTERISTICS OF SUPERVISORS.

The nature of the personality characteristics of the supervisor goes a long way to make his supervision efficient or inefficient. How important a particular characteristic is for making supervision efficient was rated by the experienced teacher-educators. The data about norms for this aspect are presented in this section.

Very Important Characteristics:

From Table D-1, it is observed that personality characteristics underlying the behaviours mentioned at items 1, 2, 3 and 5 are very important for efficient supervision. Firstly, the supervisor should maintain the dignity of the profession in his dealings with the student-teachers. He should not try to win cheap popularity among the students, nor should he condemn the teaching profession out of frustration. He can impress his students only when they realise that he values the profession highly and will not tolerate any insincerity or irresponsible behaviour on the part of S.Ts.

Secondly, the supervisor should maintain a democratic attitude in his relationship with the student-teachers (item 2). By 'democratic attitude' is meant a reasonable, impartial and fair attitude. The supervisor should not be prejudiced against or biased in favour of any student-teacher. At the same, he should respect the student's individuality. By virtue of his democratic attitude towards his students, a supervisor can easily win their affection and respect and his supervision will be effective. On the contrary, if his attitude is not democratic, but authoritarian, he may not succeed in his supervisory functions, because there is a natural resentment amongst the students against the authoritarian behaviour of the teacher. This is borne out by the response of the experienced teacher-educators to item 9 where they emphasize that authoritarian attitude is slightly unimportant for efficient supervision.

Thirdly, the supervisor should give helpful and constructive suggestions, rather than negative criticism; to improve the teaching of student-teachers (item 3). Here the experienced teacher-educators emphasize that the supervisor should have a positive attitude towards his work. He should help his students by telling them what they should do. The negative approach only shows the uselessness or harmfulness of some types of behaviour. It only forbids the S.T. to do something which is not good; it does not suggest what should be done. Therefore, negative criticisms are likely to rob

TABLE D-1.

Rating of Personality Characteristics of Supervisors for Efficient Supervision.

| Sl. No. | Item No. | I T & M. | Scale value | Qualitative category. |
|---------|----------|--|-------------|-----------------------|
| 1. | 1 | Supervisor maintaining the dignity of the professional in his dealings with the student-teachers. | 4.5 | Very important |
| 2. | 2 | Supervisor maintaining a democratic attitude in his relationship with the student-teachers. | 4.5 | Very important |
| 3. | 3 | Supervisor giving helpful constructive suggestions rather than negative criticism to improve student-teachers' teaching. | 4.6 | Very important |
| 4. | 4 | Supervisor giving due consideration to individual differences among S.T's in guiding them. | 4.4 | Important |
| 5. | 5 | Supervisor giving S.T's full opportunity to express himself themselves freely. | 4.5 | Very important. |
| 6. | 6 | Supervisor criticising the S.T's only in their presence. | 4.2 | Important |
| 7. | 7 | Supervisor being sympathetic to S.T's. | 4.2 | Important |
| 8. | 8 | Supervisor having a flexible attitude toward student-teachers. | 4.0 | Important. |
| 9. | 9 | Supervisor maintaining an authoritarian attitude in his relationship with the student-teachers. | 1.6 | Slightly important. |

the student-teacher of his self-confidence and to leave him in a state of indecision or uncertainty. Negative criticisms are also likely ^{to} develop dislike for the supervisor. It is, thus, suggested by the experienced ^{teacher-educators} supervisors that the supervisors should have constructive and positive outlook and should not merely criticize the student-teachers' work without telling them what the correct and right type of behaviour is.

Fourthly, the supervisor should give the student-teachers full opportunity to express themselves freely (item 5). It means that the supervisors should be permissive and not restraintful. Any inhibition among the student-teachers is likely either to cause an unseemly outburst at some unguarded moment or to generate a complex in their minds, both of which are undesirable. Therefore, the supervisor should permit S.Ts to express their view-points freely.

Important Characteristics:

Second in order of importance for efficient supervision are the characteristics indicated at items 4, 6, 7 and 8. Firstly, the supervisors should give due consideration to individual differences among the student-teachers in guiding them (item 4). The supervisor should be a good judge of personality. The student-teachers differ in the degree of their sensitivity to others behaviour. Some of them are so sensitive that a frown on the face or a curve on the lips may move their feelings beyond control, whereas there are others who need a harsh reprimand or reproof to make them see a point.

Thus, all the student-teachers cannot be measured with the same rod. Also, they stand at different levels with respect to their understanding of the subject matter, their level of aspiration and their need-achievement. The supervisor should take all these factors into consideration and deal with them in such a way that they are helped maximally.

It is also incumbent on the supervisors to criticise the student-teachers only in their presence (item 6). Any criticism of their teaching behind their back does not help them at all. Rather, they feel hurt when the criticism reaches them through a third person. Firstly, they feel insulted. Secondly, they fail to benefit from the suggestion implied in the criticism, because the conveyer of the criticism is likely to miss the good points in the communication. Thus, the supervisor should be frank and convey the criticism to the student-teachers individually in their presence, as far as practicable.

Though it may be held that supervisors should be sympathetic to their student-teachers, yet it may be remarked that sympathetic behaviour is only moderately 'helpful' or 'important'. Therefore, it should not be given undue weightage, because with 'sympathy' are linked 'laxity', 'softness', etc., which tend to make the supervisor an inefficient person. Efficiency in work can be achieved only by those who spare neither themselves nor others. At the same time, the supervisor

should not be harsh upon S.Ts and consider their reasonable difficulties, and try to solve them.

The supervisors should also be flexible in their attitude towards the student-teachers. They should not be rigid in their attitudes. The student-teacher should be made to understand that he would get his due, neither more nor less, from his supervisor. Such an attitude of the supervisor gives hope to those S.Ts who are weak or backward in their work and it also keeps those who are efficient in their work on their toes, lest they should lose their supervisor's appreciation and approval.

The experienced teacher-educators emphasize that the authoritarian attitude is slightly unimportant, that is, unhelpful for efficient supervision. The supervisors should not be dictatorial, lest negative feelings be aroused in the S.Ts.

SECTION - E.

NORMS FOR ACADEMIC QUALITIES OF THE SUPERVISORS.

Data regarding the norms for the academic qualities of the supervisors which may be of help for efficient supervision, are presented in this section.

The most important academic quality needed for efficient supervision is spending leisure time in reading professional

journals. This fact is clear from Table E-1, (item 8). The supervisors should invariably study professional journals, whenever they get some leisure time. Only then they can remain in touch with the latest developments and innovations in their field. It may be pointed out that professional growth is a continuous process and continuity can be maintained only by remaining in contact with contemporary thought and ideas; otherwise, supervisors are likely to be like an extinguished flame emitting smoke that stifles rather than a light that illumines.

From Table E-1. items 1 and 2, it is clear that having a positive and favourable view of educational research is more helpful for efficient supervision than holding an unfavourable view. Rejecting innovations in the field of education will not help in making supervision efficient. Experienced teacher-educators consider it desirable that supervisors should hold positive attitude towards research if they want to enhance their efficiency in supervision.

Participation in seminars (item 3) and holding interdisciplinary discussions wherever possible (item 4), are also important for efficient supervision. Exchange of views always broadens the horizon and raises the level of efficiency.

Therefore, the supervisors should participate in such academic discussions whenever feasible. Holding informal personal talks with the student-teachers to gain their confidence is also helpful for efficient supervision (item 5).

TABLE E-1.

Importance of Academic Qualities for efficient-supervision.

| Sl. No. | Item No. | I T E M | Scale value | Qualitative category |
|---------|----------|--|-------------|------------------------------------|
| 1. | 1. | Supervisor holding the view that researches in education have helped immensely the cause of effective teaching. | 4.3 | Important |
| 2. | 2 | The view that researches in the field of education have yielded no beneficial results to the profession of teaching. | 2.8 | Neither important nor unimportant. |
| 3. | 3 | Participation in seminars and conferences by the supervisors. | 4.4 | Important |
| 4. | 4 | Holding inter-disciplinary decisions in the multifaculty colleges. | 4.3 | Important |
| 5. | 5 | Holding informal personal talks with the student-teachers to gain their confidence. | 4.2 | Important. |
| 6. | 6 | Spending leisure time in serious reading. | 4.0 | Important |
| 7. | 7 | Spending leisure time in reading daily newspapers. | 3.8 | Important. |
| 8. | 8 | Spending leisure time in reading professional journals | 4.8 | Very important. |
| 9. | 9 | Building up a personal library. | 4.1 | Important. |
| 10. | 10 | Carrying out individual researches. | 4.1 | Important. |

It helps in establishing rapport which is a pre-requisite for any guidance programme. It is through such talks that the two partners (supervisors and student-teachers) of the supervision programme come close and accept each other.

Leisure-Time activities:

The experienced teacher-educators suggest that the supervisors should devote their time to the study of serious literature and daily newspapers. They should also build up a personal library and carry out individual researches. All these activities are likely to enhance their efficiency in supervising the work of student-teachers. Thus, it is clear from the ratings of the experienced teacher-educators that a supervisor should develop love for research and for serious reading, if he wants to become an efficient supervisor.

SECTION - F.

NORMS FOR MISCELLANEOUS PRACTICES IN SUPERVISION

Norms for ^anumber of supervisory practices which could not be categorized under any of the foregoing five heads viz., guidance, supervision, professional skills, personal characteristics and academic qualities, have been presented in this section.

Modes of lesson planning:

From Table F-1, it is clear that the experienced teacher-educators think that the most efficient mode of planning the lesson is the combination of the Herbartian and evaluation approaches. In their opinion both the Herbartian and evaluation approaches are neither important nor unimportant. Although they do not consider them definitely important for efficient supervision, they do not reject them completely. It is thus clear that the combination of the two approaches is recommended by them. This seems justifiable. In itself, the Herbartian approach seems to be too mechanical and holistic. Under one global aim of the lesson prescribed by the Herbartian method the teacher will not ^{be} able to analyse the lesson into teaching units and there is no mention of student-behaviour at all in this method. On the other hand, the evaluation approach in its pure form is deficient, in as much as the student-teachers do not learn how to ask specific, pointed and logical questions. They receive very little training in arranging their subject sequentially. Thus, the combination of the two methodologies of planning the lesson-notes seems to be most satisfactory.

Patterns of supervision:

From Table F-1, it is evident that the patterns of supervision mentioned at serial Nos. 2(i) and 2(iii) are important for efficient supervision and those at serial Nos. 2(ii) and 2(iv) are neither important nor unimportant.

TABLE F-1.

Norms for Miscellaneous Practices for Efficient Supervision.

| Sl. No. | Item No. | I T & M. | Mean rating | Qualitative category. |
|---------|----------|---|-------------|------------------------------------|
| 1. | 1 | <u>Modes of lesson planning:</u> | | |
| | i) | Harbartian approach | 3.00 | Neither important. |
| | ii) | Evaluation approach | 3.25 | |
| | iii) | Combination of (i) & (ii) | 3.85 | Important. |
| 2. | 2 | <u>Patterns of Supervision:</u> | | |
| | i) | Supervising only these S.T's whom the supervisor has guided in planning their lesson. | 3.55 | Important |
| | ii) | Supervising all the S.T's in a practising school assigned to the supervisor whether he has guided them or not. | 3.2 | Neither important nor unimportant. |
| | iii) | Supervising all the S.T's in the subjects of supervisor's specialisation wherever they may be teaching. | 3.8 | Important. |
| | iv) | Supervising the S.T's who are teaching the subject of supervisor's specialisation and also S.T's teaching other subjects as well. | 3.30 | Neither important nor unimportant. |
| 3. | 3 | <u>Modes of supervision:</u> | | |
| | i) | Supervising every day all the student-teachers assigned to a supervisor for a part or whole of the period as time permits. | 3.4 | Neither important nor unimportant. |
| | ii) | Supervising one student-teacher for the whole period and neglecting other S.T's in that period (Every S.T. is supervised by rotation in this scheme). | 3.2 | Neither important nor unimportant. |
| | iii) | Supervising two or three S.T's by rotation. | 3.64 | Important. |

The experienced teacher-educators give top priority to that pattern of supervision in which the supervisor observes the teaching of only those student-teachers who teach the subject of his specialization, irrespective of the fact that the S.Ts teach in one school or several schools (mean rating 3.80). Evidently, this pattern is the most desirable theoretically, because here the supervisor can check if the student-teacher is giving correct information about the subject matter. It is rather unfortunate that the view is held in some quarters that a good supervisor can perform his job of supervision efficiently whether he knows the subject matter thoroughly or not. The experienced teacher-educators have rejected this idea and they consider the knowledge of the subject-matter on the part of supervisor essential for discharging his duty efficiently. They also consider the pattern of supervision best in which the supervisor supervises the students whom he has guided in the preparation of the lesson plan (mean rating 3.55). The advantage of this pattern lies, perhaps, in the fact that the supervisor is familiar with the plan and can find out the slackness or weakness on the part of the student-teacher in executing the lesson. However, the experienced teacher-educators hold a neutral opinion about the patterns of supervision in which the supervisor observes all the student-teachers whether he has guided them or not (mean rating 3.2) and in which he supervises the student-teachers who teach

the subject of his specialization and also those teaching other subjects. They consider these practices neither important nor unimportant. It means that these patterns of supervision can be tolerated, because they are not positively harmful, if no better pattern could be followed.

Modes of Supervision:

It is clear from table F-1, that the mode of supervision mentioned at serial No. 3(111), alone is important for efficient supervision. In this mode the supervisor observes two or three student-teachers per period by rotation. It is not possible for a supervisor to supervise a large number of students per period, therefore they do not consider the mode of supervision at serial No.3(1), as important. Similarly if a supervisor sits at back of the class throughout period, it may break the nerves of the student-teacher. Also, this mode may prove very costly also. It seems that for these

reasons the experienced teacher-educators do not recommend the mode listed at serial No. 3(11). However, they do not consider these modes 3(1), as decidedly un-important either. These modes are un-related to the efficiency of supervision and may be practised to meet formal requirements, if needed.

Modes of Communication of criticism:

The supervisor communicates his criticism of the teaching of student-teachers' in several ways. From Table F-2, it is clear that the experienced teacher-educators

consider the modes listed at serial Nos. 1(i), 1(iii) and 1(iv) as important. They attach the highest importance to mode 1(iv). The criticism should be communicated orally by group discussion. Next in importance are the modes in which the criticisms are communicated by written remarks on the lesson plan itself 1(i), and orally to individual student-teachers 1(iii). The advantage of oral communication through group discussion lies in the fact that several kinds of errors can be pointed out at a time, without specifically criticising any one pointedly. The alert students will realize their mistakes and correct them. Communication of criticism by written remarks seems to be very natural. Here, the supervisor gives the remarks on the basis of his immediate observation and it is likely to be more factual and precise.

The advantage of oral communication of criticism to each individual lies in the fact that he is made aware of his specific weaknesses and strengths. If there is a good ^{happy} report between the student-teacher and the supervisor, this mode can be followed efficiently.

In some training colleges there exists the practice of writing the criticisms on a separate criticism note book. The experienced teacher-educators consider this practice (item 1-ii) neither important nor unimportant. It means that it does not contribute to the efficiency of supervision. One reason for this may be that the remarks are out of their context or one step removed from their natural place, which

TABLE F.2
Norms on miscellaneous practices for Efficient Supervision. (Contd.)

| Sl. No. | Item, I T & M. No. | Mean rating | Qualitative category |
|---------|---|-------------|------------------------------------|
| 1. | 1 Modes of communication of criticisms to the S.T. by the supervisor. | | |
| | i) By written remarks on the lesson plan itself. | 4.10 | Important |
| | ii) By written remarks on a separate commentary sheet. | 2.75 | Neither important nor unimportant. |
| | iii) Orally to individual student-teachers. | 4.00 | Important |
| | iv) Orally by group discussion | 4.29 | Important |
| | v) Orally in the class-room itself as and when the mistake occurs. | 2.30 | Unimportant |
| 2. | 2 Measures taken for improving blackboard writing. | | |
| | i) Giving S.T's written work | 3.10 | Neither important nor unimportant. |
| | ii) Providing the S.T's incentive in terms of marks and verbal appreciation of good hand writing. | 3.95 | Important. |
| | iii) Supervisor giving blackboard practice to S.T's with instructions in the techniques of writing. | 3.44 | Neither important nor unimportant |
| | iv) Asking S.T's to practice blackboard writing at home on the roller board. | 4.00 | Important. |
| | v) Allotting a separate period for supervised b.b.writing. | 3.89 | Important. |
| | vi) Giving demonstration in good b.b. writing. | 3.75 | Important. |

is the lesson-plan book. Finally, the experienced supervisors consider it 'unimportant' or 'unhelpful' to communicate the criticism orally in the class room as and when the mistake occurs. Probably, this mode disturbs the class-teaching as well as the teacher. The latter may show aggressive reactions too. Thus the mode is really unhelpful and should rarely be followed. But, if the supervisor sees that the student-teacher is making a mess of the whole teaching in an intolerable manner, he should intervene and correct the error on the spot.

Measures to improve blackboard writings

Out of the several ways of improvement, the experienced teacher-educators think that blackboard writing can be improved most efficiently by adopting the measures mentioned at serial No. 2(ii), 2(iv), 2(v) and 2(vi) in Table F-2. The most important of the four measures is to ask the student-teacher to practice blackboard writing at home on the roller board 2(iv) (mean rating 4.00). This method is the most practical one, because every student has a roller board and can make use of it according to his convenience. However, incentives in terms of marks or verbal appreciation (item 2-ii), allotting a separate period for supervised b.b. writing (item 2-v) and giving demonstrations in good b.b. writing^[item 2(vi)] are also important measures for improving b.b. writing.

Experienced teacher-educators do not think that blackboard writing can be improved merely by giving the

student-teachers written work (item 2-1) and by instructing them in the techniques of writing 2(iii). According to them these measures are neither important nor unimportant.

CHAPTER VIII.

THE ACTUAL AND THE IDEAL

(The Nature and Extent of the lack of congruity
between Current Supervisory practices and the Norms.)

The current supervisory practices were surveyed in Chapters V and VI and the norms for efficient supervision were presented in Chapter VII. The purpose of this Chapter is to determine the extent to which the current practices fall short of the norms. As in the previous chapters, the description of this gap would be presented in six sections namely (a) Guidance, (b) Supervision, (c) Professional Skills, (d) Personal Characteristics, (e) Academic qualities and (f) Miscellaneous Practices.

SECTION-A.

GUIDANCE.

From Table A-1, it is seen that there exists a gap only in respect of two guidance practices viz. those listed at serial Nos. 3 and 6. Firstly, the experienced teacher-educators consider that the practice of ascertaining the preference of S.Ts for a particular class for teaching and making an assignment accordingly, is only 'moderately helpful'

for making the supervision programme effective. But the practice is followed extensively, i.e., more than 88% of the supervisors report that they follow it and 80% of the student-teachers also report that it is followed. Thus, the practice is followed to an extent greater than what is considered desirable by experienced teacher educators. In this connection it may be stated that it is likely that student-teachers often try to avoid teaching some classes which are known to be unruly or stubborn and opt for those classes where the students are good at studies and obedient. Another tendency that may develop among S.Ts is to opt for those classes which they can teach without much preparation. In such cases the student-teachers get no training in summoning up their latent resources in times of need. So, experienced teacher-educators seem to hold the opinion that in such cases, the S.Ts. preferences need not be given undue consideration.

Secondly, supervisors lay too much emphasis on student-teachers' rehearsing the lesson, whereas the experienced teacher-educators consider this practice to be only moderately helpful. The practice of achieving perfection through excessive drilling may have some adverse effects. The teaching is likely to become stereotyped and mechanical, like that reproduced from a recorded tape or gramophone. Moreover, the teacher loses the capacity to adjust his teaching according to the needs of pupils as they arise in the class. Therefore, too much conditioning of the S.Ts' behaviour in this regard

TABLE A-1.

Gap between the norms and the current guidance practices.

| Sl. No. | Item, I T E M. No. | Norm | Current practices. |
|---------|--|--------------------------------|----------------------|
| 1. | 1 Ascertaining the preferences of S.T. for particular practising school and assigning him/her ^{to that} school. | Moderately helpful | Moderately followed. |
| 2. | 2 Assigning the S.T. to the practising school according to the discretion of the supervisor in the interest of the S.T. | Moderately helpful | Moderately followed. |
| 3. | 3 Ascertaining the preference of S.T. for a particular class for teaching and making an assignment accordingly. | Moderately helpful | Extremely followed. |
| 4. | 4 Helping the S.T. in analysing the syllabus into lesson units. | Extremely helpful | Extremely followed. |
| 5. | 5 Helping the S.T. in determining the teaching points in a lesson. | Extremely helpful | Extremely followed. |
| 6. | 6 Asking the S.T. to rehearse a lesson before he/she goes to teach. | Moderately helpful | Extremely followed. |
| 7. | 7 Correcting each and every mistake in the very first lesson plan by S.T. | Moderately helpful | Extremely followed. |
| 8. | 8 Correcting each and every lesson plan of the S.T. | Moderately helpful | Moderately followed. |
| 9. | 9 The S.T. securing a certificate from the Head/Subject teacher of the practising school to the effect that a lesson has been delivered when it has not been supervised by the supervisor. | Neither helpful nor unhelpful. | |

may lead to deterioration in supervisory efficiency.

All other current practices in respect of guidance conform to the norms given by the experienced teacher-educators and may be said to be satisfactory. Thus, it is seen that current guidance practices, such as helping the student-teacher choose the practising school, preparation of lesson units, determination of teaching points and modes of correction of the plans etc., are all satisfactory.

SECTION-B.

SUPERVISION.

From Table B-1, it is clear that a gap between the ideal and actual practices of supervision exists in respect of the practices listed at serial Nos. 3, 5 and 12 only. The other practices seem to conform to their respective norms.

The experienced teacher-educators view the error a student-teacher commits in not dealing satisfactorily with partly correct answers of the pupils as only moderately serious (item 3). It seems that in the current supervisory practices too much emphasis is laid on dealing satisfactorily with the partly correct responses of the pupils. That laying too much emphasis on this practice is not conducive to efficiency may also be inferred from the way a good teacher deals with the partially correct answers of his pupils. When the answer of a pupil is only partially correct the teacher

Gap between the norms and current practices of supervision.

| Sl. No. | Item No. | I T & M. | Norm | Current practices. |
|---------|----------|--|--------------------|---------------------|
| 1. | 1 | The S.T. is not able to connect the introductory questions with the statement of aims of the lesson. | Moderately serious | Moderately serious |
| 2. | 2 | The S.T. asks faulty questions | Extremely serious | Extremely serious |
| 3. | 3 | The S.T. does not deal satisfactorily with the partly correct answer of the pupils. | Moderately serious | Extremely serious. |
| 4. | 4 | The S.T. does not develop the lesson with the help of the pupils. | Extremely serious | Extremely serious. |
| 5. | 5 | The S.T. is not able to maintain good discipline in the class. | Moderately serious | Extremely serious. |
| 6. | 6 | The S.T. does not encourage the pupils to ask questions. | Moderately serious | Moderately serious. |
| 7. | 7 | The S.T. ridicules the pupils if the pupils' answer is wrong or the pupils question is oblique. | Extremely serious | Extremely serious. |
| 8. | 8 | The S.T. comes late to the class. | Extremely serious | Extremely serious. |
| 9. | 9 | The S.T. misses the class without informing the supervisor. | Extremely serious | Extremely serious. |
| 10. | 10 | The S.T. is partial to the pupil or group of pupils. | Moderately serious | Moderately serious. |
| 11. | 11 | The S.T. is harsh upon the pupils. | Moderately serious | Moderately serious. |
| 12. | 12 | The S.T. overlooks the mischief of the pupils which encourages them to do more of it. | Moderately serious | Extremely serious. |

goes on asking the same question of the other pupils, till he gets a full and satisfactory answer and then he points out the shortcomings in the previous answers and asks those pupils to repeat the correct answer. If no pupil in the class is able to give a fully correct answer, the teacher himself gives it and asks the pupils, if necessary, to repeat it. Now, it appears that the experienced teacher-educators think that the process is time consuming and the gain in terms of learning is not commensurate with the time and energy devoted to it. They seem to be of the opinion that the correct answer can be pointed out straightway by the teacher without waste of time. So, the gap in respect of this practice lies in that it is needlessly emphasized out of all proportion.

Another practice, in respect of which a gap exists between the ideal and the actual, is that of maintaining discipline in the class-room. Lack of good discipline is considered to be an extremely serious error by the supervisors. They, perhaps, believe that no teaching is possible without proper class-room discipline. But the experienced teacher-educators think that unnecessary curbs and restraints are being imposed on the pupils class-room ^{behavior} discipline. Sometimes pupils are made to sit in the class-room like statues and stare at the teacher. Any natural and spontaneous reaction of the pupils to the teacher-stimulus in the class room is not an act of indiscipline. It is an indicator of the fact that pupils are exuberantly responsive to the teaching. Thus,

excessive stress on mechanical discipline is not desirable according to the experienced teacher educators. Sometimes, the student-teacher overlooks the mischief of the pupils which encourages them to do more mischief. There exists some gap between the ideal and actual practices in respect of this matter also. The supervisors consider it to be an extremely serious error, whereas the experienced teacher-educators think that it is only a moderately serious error. The nature of this gap is similar to that of 'indiscipline' discussed in the preceding paragraph. Moreover, overlooking mischief may be tolerated, because with his limited powers, the student-teacher cannot adopt any strict measures to check the mischief. The only alternative at his disposal is to exhort the pupils not to indulge in any mischievous activity. If these activities are considered extremely serious and great emphasis is laid by the S.T. on curbing them it is likely that the situation may take a turn for the worse. Hence, the experienced teacher-educators suggest that errors of this kind should be considered as moderately serious and only moderate emphasis should be laid on them.

Thus it is seen that the three practices mentioned in the foregoing paragraphs should not be taken too seriously, because they are likely to reduce the efficiency of supervision instead of enhancing it.

SECTION-C.

PROFESSIONAL SKILLS

From Table C-1, it is clear that the gap between the norms and the current practices of the professional skills exists only in respect of items 5, 6 and 7. In respect of the other practices there seems to be no gap, for example (1) the use of b.b. by the supervisors in their own teaching in the theory class is considered to be important by the experienced teacher-educators and it is 'nearly always' practised by the supervisors, or (2) sound preparation of the lesson plan by the supervisor before he goes to take the theory class is considered to be 'very important' by the experienced teacher-educators and it is practised by 95% of the supervisors. It seems the supervisors also consider this practice to be 'very important'. Similarly in respect of other practices, except those indicated at items 5, 6 and 7, there exists no gap.

Experienced teacher-educators consider that the skill of the supervisor to guide the S.T. in the preparation of material aids (item-5) is 'important', but not 'very important'. But 50% of the supervisors possess this skill and guide their S.Ts in the preparation of material aids. It means that this practice is considered to be 'very important' by supervisors. Thus, supervisors seem to over-emphasize this skill. Here the gap between the norm and the current practice exists in as much as more than the desirable degree of emphasis is laid

TABLE C-1.

Gap between the norms and the current status of professional skills.

| S.N., Item No. | I T & Ms. | Norm | Current Practice. |
|----------------|---|------------------------------------|--|
| 1. | 1 Use of the b.b. by the supervisors in his own teaching in the theory class. | Important | ^{Important} Nearly always.) |
| 2. | 2 Sound preparation of the lesson/plan by the supervisor before he goes to take his theory class. | Very important | Very important (95%)* |
| 3. | 3 Use of illustrations by the supervisor in his own class teaching. | Important | Important (Nearly always) |
| 4. | 4 Correctness of pronunciation of supervisor. | Important | Important (Good) |
| 5. | 5 Skill of the supervisor to guide the S.T. in the preparation of material aid. | Important | Very Important (86%) |
| 6. | 6 Following the method of the T.C. by the supervisor in his own teaching. | Important | ^{Neither important nor unimp} Average number of times; |
| 7. | 7 Supervisor maintaining distance with the S.T. | Neither important nor unimportant. | Important (61.6%) |
| 8. | 8 Supervisor treating the S.T. as a co-professional rather than as a pupil. | Important | Important (73%) |
| 9. | 9 Supervisor stimulating the S.Ts in his theory class to ask Q.S. questions | Very important | Very important (95.5%) |

* The figures within brackets denote the percentage of the supervisors who follow the practice depicted in the item. and for the qualitative interpretations of the percentage vide p. N at page 213

by the supervisors on the skill to prepare material aids. It is the common experience of every one connected with teachers' colleges that the preparation and use of material aids by the student-teachers is perhaps the most characteristic feature of the training college methodology of instruction and consumes most of the time of S.Ts. Hence, the experienced teacher-educators sound a note of warning and advise the supervisor to hasten slowly with this practice. Excessive emphasis on this skill seems to be out of place in view of the fact that suitable material aids are readily available in the market and are likely to be ^{superior} to those prepared by the inexperienced S.Ts. Normally no school teacher ever takes the trouble to prepare such aids himself for making his own class teaching effective. Under these circumstances, too much emphasis on the inculcation of this skill is out of place.

Secondly, supervisors do not follow the training college methodology in their own teaching as extensively as they should (item-6). The experienced teacher-educators judge the practice to be important. It is however followed by the supervisors only to a moderate extent. A lesser degree of importance is attached to it by supervisors than that given to it by experienced teacher-educators. The supervisors should follow in their own class more extensively the method of teaching which they prescribe for their student-teachers.

Thirdly, the supervisors maintain a distance between themselves and the S.Ts (item 7) to a greater extent than is conducive to efficient supervision. The experienced teacher-educators consider that this practice is irrelevant for efficient supervision. But 61.6% supervisors maintain the distance which means that they consider it important, if not 'very important'. Now, the maintenance of distance may estrange the student-teachers from the supervisors and may stand in the way of the supervisor establishing rapport with S.Ts. Rapport is 'necessary' and 'sufficient' for efficient supervision, necessary, because without rapport with S.Ts, Rapport is 'necessary' and 'sufficient' for efficient supervision, necessary, because without rapport between the supervisor and the student-teacher, no efficiency in supervision can be achieved and 'sufficient', because if there is a good rapport between the two, a great deal of efficiency in supervision can be achieved.

It is, therefore, concluded that the gaps which exist between the norms and the actual practices with regard to the inculcation of professional skills, are not justified and they should be bridged in order to make supervision effective.

SECTION-D.

PERSONALITY CHARACTERISTICS

The data in respect of the degree of importance of some personality characteristics for efficient supervision,

TABLE D-1.

Gap between the norm and current status of
Personality Characteristics.

| ----- | | | ----- | |
|---------|----------|--|----------------|----------------------|
| Sl. No. | Item No. | I T E M s. | Norm | Current practice. |
| ----- | | | | |
| 1. | 1 | Supervisor maintaining the dignity of the profession in his dealings with S.Ts. | Very important | V.Important (always) |
| 2. | 2 | Supervisor maintaining a democratic attitude in his relationship with S.Ts. | Very important | V.Important (always) |
| 3. | 3 | Supervisor giving helpful and constructive suggestions rather than negative criticisms to improve S.Ts teaching. | Very important | V.Important (always) |
| 4. | 4 | Supervisor giving due consideration to individual differences among S.Ts in guiding them. | Important | V.Important (always) |
| 5. | 5 | Supervisor giving the S.Ts full opportunity to express themselves freely. | Very important | V.Important (always) |
| 6. | 6 | Supervisor criticising the S.Ts only in their presence. | Important | V.Important (always) |
| 7. | 7 | Supervisor being sympathetic to S.Ts. | Important | Important |
| 8. | 8 | Supervisor having a flexible attitude toward the S.Ts. | Important | Important |

as judged by experienced teacher-educators and the degree of importance attached to them by the supervisors in actual practice, ^{and} presented in Table D-1. From this table it is seen that there exists no gap between the ideal and the actual in respect of qualities mentioned at items 1, 2, 3, 5, 7 and 8. For example, experienced teacher educators consider it very important that the supervisors maintain the dignity of the profession in their dealings with the S.Ts and the supervisors always maintain it. It means that they (the supervisors) also consider it 'very important'. Therefore, there exists no gap between the ideal and the actual so far as this characteristic is concerned.

A gap between the ideal and the actual exists in respect of the characteristics noted at items 4 and 6. The supervisors 'always' give due consideration to individual differences among student-teachers in guiding them. (Item 4). They respect the individuality of the student-teachers very much and consider this practice 'very important'. But the experienced teacher-educators seem to be more realistic and consider the practice of giving consideration to the individual differences only 'important' and not 'very important'. Undue weightage given to this practice may only hamper the efficiency of supervision, because no common standard of excellence in supervisory practices can be evolved if individual differences are over emphasised. Therefore, for efficient supervision too much importance should not be

given to individual differences; at the same time they should not be neglected altogether.

Supervisors consider it 'very important' that they should criticise the student-teachers only in their presence (item 6). But, the experienced teacher-educators consider this practice only 'important'. The norm prescribed by the experienced educators can be defended on the ground that strict adherence to the ideal in this respect may not be practicable. Sometimes, supervisors may have to criticise the behaviour of a certain student-teacher in his absence only to impress upon the minds of those present that he (the supervisor) does not appreciate that kind of behaviour. Such criticism behind the back of the person criticised is not intended to malign the person concerned, but only to express disapproval of the behaviour. Therefore, the norm established by the experienced teacher-educators seems to be valid and reasonable.

It is seen from Table D-1, that out of nine personality characteristics of supervisors, there exists a gap between the ideal and actual only in respect of two. In respect of the others the characteristics measure up to the standard prescribed by the experienced teacher-educators.

SECTION-B.

ACADEMIC QUALITIES.

How important certain academic qualities are for efficient supervision in the estimate of experienced teacher-educators and of supervisors respectively, is indicated in Table B-1.

From the table it is clear that a gap between the ideal and the actual exists in the case of 7 items out of 10. The experienced teacher-educators consider that 'holding the view that researches in education have helped immensely the cause of effective teaching' (item 1), is 'important' for efficient supervision. The supervisors are a step ahead of the experienced teacher-educators and think that it is 'very important', as is clear from the fact that 89.8% of the former hold the view. This gap is not undesirable, because the supervisors deviate from the norm on the right side.

Again, the experienced teacher-educators consider that 'holding the view that the researches in the field of education have yielded no beneficial results to the profession of teaching' (item 2), is 'neither important nor unimportant' for efficient supervision. But, only 26.4% of the supervisors hold the view that researches have yielded no beneficial results in the profession of teaching. It means that most of them think otherwise and consider that this view is

TABLE E-1.

Gap between the norms and the current status of academic qualities.

| S. No. | Item No. | ITEMS | Norm | Current practice. |
|--------|----------|--|-----------------------------------|-------------------------|
| 1. | 1 | Supervisor holding the view that researches in Education have helped immensely the cause of effective teaching. | Important | Very important (89.8%)* |
| 2. | 2 | The view that researches in the field of education have yielded no beneficial results to the profession of teaching. | Neither important nor unimportant | Unimportant (26.4%) |
| 3. | 3 | Participation in Seminars and conferences by the supervisors. | Important | Unimportant (20%) |
| 4. | 4 | Holding inter-disciplinary discussions in multi-faculty colleges | Important | Unimportant (26.5%) |
| 5. | 5 | Holding informal personal talks with the S.Ts in order to gain their confidence. | Important | Important (63.5%) |
| 6. | 6 | Spending leisure time in serious reading. | Important | Important |
| 7. | 7 | Spending leisure time in reading daily newspapers. | Important | Very important. (81.0%) |
| 8. | 8 | Spending leisure time in reading professional journals. | Very important | Unimportant (33.8%) |
| 9. | 9 | Building up a personal library. | Important | Important (61.0%) |
| 10. | 10 | Carrying out of individual researches by supervisors. | Important | Very unimportant (4%) |

* The figures in bracket show the percentages of supervisors holding the opinion or following the practices mentioned in the items.

unimportant or unhelpful for efficient supervision. The gap between the ideal and the actual again is not undesirable. It may be seen that there is agreement between the nature of the gaps in respect of items 1 and 2. But, these items are about opinions held and not about practices followed. It can, therefore, be inferred that in respect of verbalised attitudes, the supervisors have a more favourable attitude towards research than is considered to be necessary for efficient supervision.

The experienced teacher-educators consider that participation in seminars and conferences by supervisors is 'important' for efficient supervision (item 3). But only 30% of the supervisors participate in them. It means they consider such participation 'unimportant'. Here the gap is on the negative side and the supervisors do not measure up to the ideal. Similarly, the experienced teacher-educators consider that 'holding inter-disciplinary discussions in multifaculty colleges is 'important' for efficient supervision, but only 26.6% of the supervisors hold such discussions. It means that they consider it 'unimportant'. Again the gap between the ideal and the actual is undesirable.

Undesirable gaps between norms and practices exist in respect of items 8 and 10 also. Here the experienced teacher-educators consider that 'spending leisure time in reading professional journals' (item 8), is 'very important', but only

33.8% of the supervisors read professional journals. It means that they consider it as 'unimportant'. And experienced teacher-educators consider it 'important' for efficient supervision that 'supervisors carry out individual researches' (item 10), whereas only 4% supervisors actually carry out individual researches. The very low percentage in this case may be due to the fact that doing research requires special abilities and personality qualities which may be rare among the general run of the supervisors. Even so, supervisors do not seem to attach to the necessary degree of importance to carrying out individual researches.

A very significant fact emerges from the study of the nature of gaps between the ideal and the actual presented in the preceding paragraphs. In respect of verbal behaviour, the supervisors evince a highly desirable and favourable attitude towards, research, but in respect of the actual practices they are far behind the norm. They seem to lack the will to act according to their convictions and attitudes.

SECTION-F.

MISCELLANEOUS PRACTICES

The data about the gap between the norm and the actual regarding a few miscellaneous practices presented in Table F-1. It is clear from the table that the experienced teacher-educators consider a combination of the Herbartian and the

TABLE F-1.

**Gap between the ideal and actual with respect to
Miscellaneous Practices**

| S. No. | Item No. | I T E M. | Norm | Current practices. |
|--------|----------|--|---|--------------------|
| 1. | 1 | Modes of lesson planning: | | |
| | i) | Herbarian approach | Neutral* (neither important nor unimportant) | Neutral 53% |
| | ii) | Evaluation approach | Neutral* | 8.2% |
| | iii) | Combination of (i) & (ii) Pattern of supervision | Important | 30.6% |
| 2. | 2 | i) Supervising only those S.Ts when the supervisor has guided in planning their lessons. | Important | 41.3% |
| | ii) | Supervising all the S.Ts in a practising school assigned to the supervisors whether he has guided them or not. | Neutral | 40.5% |
| | iii) | Supervising all the S.Ts in the subject(s) of supervisors specialization wherever they may be teaching. | Important | 12.4% |
| | iv) | Supervising the S.Ts who are teaching the subject of supervisors specialization and also S.Ts teaching other subjects as well. | Neutral | 5.8% |
| 3. | 3 | Modes of supervision: | | |
| | i) | Supervising every day all the student-teachers assigned to a supervisor for a part or whole of the period as time permits. | Neutral | 42.2% |
| | ii) | Supervising each student-teacher for the whole period and neglecting other S.Ts in that period (Every S.T. is supervised by rotation in this scheme) | Neutral | 7.3% |

*Neutral - stands for 'neither important nor unimportant' category.

Table F.1 Contd..

| S. No. | Item No. | I T & M. | Norm | Current practices. |
|--------|----------|--|------------------|--------------------|
| 3 | 3 | iii) Supervising two or three S.Ts per period by rotation (this mode falls between modes (i) & (ii) noted above. | Important | 38.7% |
| | | iv) Repeated supervision of the same student in the same period at specified intervals. | Neutral* | 11.8% |
| 4. | 4 | Modes of communication of criticisms to the S.T. by the supervisor: | | |
| | | i) By written remarks on the lesson plan itself. | Important | 36.7% |
| | | ii) By written remarks on a separate commentary sheet. | Neutral | 17.2% |
| | | iii) Orally to individual S.Ts. | Important | 38.8% |
| | | iv) Orally by group discussion. | Important | 7.3% |
| | | v) Orally in the class-room itself as and when the mistake occurs. | Un- important | - |

*Neutral - stands for 'neither important nor unimportant' category.

evaluation approaches as important for efficient supervision. They do not consider either of the approaches important separately. But only 30.6% of the supervisors follow the combined approach in planning the lesson notes. It means this practice falls short of the norm to a great degree. At least 60%^{*} of the supervisors should have followed it. On the other hand, 53.0% of the supervisors follow the Herbartian approach which is considered 'neutral' for efficient supervision by the experienced teacher-educators. Therefore, a shift from Herbartian approach to a combination of Herbartian and evaluation approaches seems to be more desirable than either of them singly.

A perusal of the norms and actual practices with regard to the patterns of supervision (item 2) presented in Table F-1 makes it clear that two of the four patterns are 'important'. Either the supervisor should supervise only those S.Ts whom he has guided in planning their lessons (2-i) or he should supervise all the S.Ts in the subject(s) of his own specialization, wherever the S.Ts may be teaching (2-ii). But ^{neither} none of these two practices is followed to a satisfactory extent. However, the gap in respect of the practice mentioned at item (2-i) is not so wide, as it is followed by 41.3% of the supervisors. But the gap in respect of the latter practice

* The percentages correspond to the qualitative categories as follows:-
Above 80% - very important, between 60% and 80% - important, between 40% and 60% - neutral, between 20% and 40% - unimportant, and below 20% - very important.

(item 2-iii), is very great, as it is followed only by 12.4% of the supervisors. Here it may be pointed out that the gap in the latter case seems to arise out of practical difficulties. For example, if, say, 15 students of economics are distributed over two or three schools for practice-teaching, the subject specialist may not find it practicable to run from one school to another to supervise them. This type of difficulty may discourage supervisors from following the pattern of supervision mentioned at item 2-iii. It is, therefore, concluded that efforts should be made to strengthen the supervisory pattern described at item (2-1). There exists no gap in respect of the pattern of supervision given at item 2-ii. But, in itself this pattern is not important and should be discouraged.

It is interesting to note that the only mode of supervision which is considered to be 'important' by the experienced teacher-educators is the one given at item 3-iii, viz. 'supervising two or three student-teachers per period by rotation'. However, it is followed by only 38.7% of the supervisors and the actual practice falls short of the norm. Although no gap exists in respect of the mode given at item 3-1, yet this mode of supervision should be abandoned as the experienced teacher educators judge it to be 'neutral'. Other modes are not important, nor are they followed seriously.

The three modes of communication of criticisms to the S.T. by the supervisor which are considered as 'important' for efficient supervision by the experienced teacher-educators are given at items 4-i, 4-iii and 4-iv of table F-1. From the table it is clear that there exists an appreciable gap between the norms and the corresponding practices, the gap being greatest in respect of item 4-iv, which is followed only by 7.36% the supervisors. It seems, therefore, desirable that for making supervision effective, the supervisors should communicate their criticisms to the student-teachers either orally by group discussion, or orally to individual S.Ts or by written remarks on the lesson plan itself.

CHAPTER IX.

SUGGESTIONS FOR BRIDGING THE GAP BETWEEN THE ACTUAL AND THE IDEAL.

One of the objectives of this investigation is to suggest ways and means for bridging the gap between the current supervisory practices and the corresponding norms as envisaged by experienced teacher-educators. The teacher-educators were invited, through an open-end question appended to the rating-scale, to make their own suggestions for improving supervision. Valuable suggestions came in as a result of this question. In addition, some suggestions have been put forward by the investigator herself at the appropriate places in the preceding chapters. The purpose of this chapter is to present all these suggestions in a consolidated form.

As heretofore, the suggestions in respect of the different aspects of current supervisory practices are presented sectionwise, as detailed below:-

1. Section 'A' Guidance practices.
2. Section 'B' Supervision
3. Section 'C' Professional skills
4. Section 'D' Personal characteristics
5. Section 'E' Academic qualities.
6. Section 'F' Miscellaneous practices.

SECTION-A.

SUGGESTIONS ABOUT GUIDANCE

It may be recalled* that only two guidance practices deviate from the norm in the manner given below:-

1. Too much emphasis is laid by supervisors on
1. ascertaining the preferences of the student-teachers for a particular class,
- and 2. on making the student-teachers rehearse the lesson-plans to improve their skills in questioning.

On the basis of the opinions given by experienced teacher-educators, it is suggested that supervisors should not frame the time-table for practice-teaching, solely on the basis of the expressed preferences of the student-teachers. They should themselves evaluate the choice of the student-teachers, so that the tendency, if any, among S.Ts. to escape from hard work or to choose a class for unacademic reasons, may be controlled and curbed. Guidance does not mean that S.Ts. should be permitted to have their own way. The supervisor should, therefore, evaluate the abilities of the student-teachers and assign them such class or classes which they can teach effectively with reasonable effort. They should ask themselves the following questions while assigning a particular class to a student-teacher:-

a) Is the S.T. technically qualified to teach the class? It is essential to consider this point, because in the actual job situation the S.T. would be permitted to teach only the class for which he is qualified.

* Vide P. 194 of this report.

b) Does the S.T. possess adequate knowledge for teaching the class? Sometimes, students betray regrettable ignorance of subject matter to such an extent that it becomes difficult to believe that they have studied the subject for their graduate or post-graduate examinations. In such cases, it is advisable to assess the present status of the S.T's. knowledge of the subject matter.

c) Does the S.T. possess adequate knowledge of child psychology pertinent to the age group he has to teach?

and d) Has he the aptitude for teaching the students of that age level?

Decisions about items (b) to (d) may be taken on the basis of a relevant preliminary test administered to the student-teachers before he is assigned a particular class for teaching.

The student-teachers should not be asked to rehearse the lesson plan completely in every detail. However, the S.Ts' pronunciation and speech qualities should be tested before they go for teaching. Sometimes, their pronunciation, the pitch of their voice, mode of questioning and pauses and stress are so bad that they need drilling. The supervisor, in such cases should give a model reading while guiding them. The main point of the questions asked can be stressed only by proper modulation of voice and by proper pauses and stresses. Instead of rigidly confining the student-teachers to the lesson notes, they should help them with broad outlines and ask them to fill them in with the content themselves according to the needs of the situation. For example, in a language

lesson, if a pupil mispronounces a word which could not have been anticipated by the student-teacher, the error should not be overlooked just because it has not been included in the lesson plan for pronunciation drill. Similarly, if all the students pronounce correctly a word which has been included in the lesson plan for pronunciation drill, it should not be drilled, although it has been mentioned in the plan for the drill. Similarly, skill in questioning should not be developed by actually rehearsing a lesson plan, but by practising the art of asking appropriate questions extempore in appropriate situations.

SECTION-B.

SUGGESTIONS ABOUT SUPERVISION.

The actual supervisory practices deviate from the norms prescribed by the experienced teacher-educators in respect of the following:-

There is over emphasis on dealing with the partly correct answers of pupils in the class, on the maintenance of discipline in the class-room and on dealing with the mischief of the pupils.

The undue emphasis on the above noted practices may be minimised in the following manner:-

(a) The student-teacher may himself or with the help of other pupils bring out and rectify the short-comings in the

answer of the pupils.

(b) Specific corrections in respect of the shortcomings should be sought from a well-informed pupil. If he gives the correct answer, the pupil who gave the partly correct answer should be made to realize the incompleteness and inadequacy of his answer and to verbalise the fully correct answer. If the better informed pupil also fails to give a fully satisfactory answer, the student-teacher should himself give the correct reply and ask the pupils to verbalise it.

(c) The defect in the partially correct answer should be pointed out with the help of auxiliary questions.

Generally, the student-teacher puts the same question to almost all the pupils, till he gets a satisfactory answer. This practice is time consuming. Often the S.T. asks each pupil in the class to repeat the fully correct answer mechanically. There is very little gain from this time consuming practice, specially when the questions are rather difficult. There is no harm if the student-teacher gives the correct answer to a question when he discovers that no pupil is able to give it.

As regards discipline and eradicating mischief, punitive measures alone seldom prove effective. These measures will be effectively only when the students are convinced that they are in the wrong, otherwise a rebellious attitude may develop among them which would prompt them to be more undisciplined and more mischievous.

The student-teachers, with the help of their supervisors, should clearly define what acts of behaviour are to be considered as instances of indiscipline and mischief. Sometimes, spontaneous conversation ^{among the pupils} ~~is~~ considered to be an act of indiscipline. Pupils are active and talkative by nature. They will be restless, whenever the teacher is dull or is out of the class-room or when they do not follow his teaching. It is, therefore, suggested that the causes of the unwanted behaviour should be removed, rather than the symptoms. Again, in an attempt to maintain discipline, the teacher should not try to reduce a group of lively young boys, brimful of energy, to rigid and lifeless statues. A minimum of activity on the part of the pupils should be tolerated.

SECTION-C.

SUGGESTIONS ABOUT PROFESSIONAL SKILLS

Gaps between the norms and the actual professional skills exist as detailed below:-

1. Too much emphasis is laid on developing the skill in preparing material aids.
2. The supervisors do not follow the training college methodology of teaching, as intensively as may be desirable, for making their teaching, as well as their supervision, efficient.
3. The supervisors maintain a distance between themselves and the student-teachers to a greater extent than is conducive to efficient supervision.

The experienced teacher-educators suggest that much time and resources should not be devoted to develop among the student-teachers the skill to prepare material aids, because they cannot be expected to prepare these aids when they join the profession as regular teachers. Instead, they suggest that S.Ts should develop skills in drawing sketches on the blackboard and in using the blackboard as the best material aid which is economical and trustworthy. They also suggest that the student-teachers should acquire the skill to use material aids procurable from the market or the audiovisual aids possessed by the school. It is easier to develop among S.Ts the skill to make effective use of these aids.

By and large, student-teachers fail to acquire any proficiency in preparing material aids. It is, therefore, recommended that much time and resources should not be devoted to the indulgence^c of this professional skill.

The experienced teacher-educators recommend that the supervisors should themselves follow the training college methodology of teaching to a greater extent than they do at present. Example is better than precept, If they demonstrate that the methodology is practicable and that the courses can be finished by means of this method of teaching, the student-teachers would gladly accept it as the proper methodology of instruction. Otherwise, they forget all about it as soon as the B.Ed. practical examinations are over. If the supervisors

follow the method, they can create greater faith in its effectiveness among their students. At present everybody follows the method only half-heartedly.

To follow the method the supervisors should divide the content of their teaching into suitable units and the units into lessons. They should prepare a time schedule for finishing the entire course and stick to the schedule. In some universities a detailed lecture^e-list for the session is prepared in advance by the faculty members and followed strictly.

It has been suggested by the experienced teacher-educators that the supervisors should not maintain any considerable distance between themselves and their students. The reason behind this practice seems to be lack of confidence among the supervisors in their ability to maintain informal relations with S.Ts and at the same time to see to it that they discharge their duties properly. But, this is a mistaken notion. The experienced teacher-educators therefore recommend, greater rapport with and more intimate personal relations between the supervisors and the student-teachers than what exists at present.

Section
~~CHAPTER~~ - D.

SUGGESTIONS REGARDING PERSONAL CHARACTERISTICS.
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A gap between the actual and the ideal personality characteristics of the supervisors is found in respect of the

following: -

1. Supervisors pay too much attention to the individual differences among the student-teachers.

2. Supervisors follow too strictly the dictum that the student-teachers should be criticised only in their presence, and not in their absence.

In respect of the first practice, the experienced teacher-educators observe that too much attention to individual differences is not very important for efficient supervision, because it taxes the supervisor unduly. They suggest that -

(i) group guidance may be given in respect of common aspects of the lesson planning. However, if any student-teacher has some peculiar or uncommon difficulty he may consult the supervisor individually.

(ii) The overall criticism of the class teaching by the student-teachers should be communicated to them in a group. This saves time and does not hurt the feelings of any particular individual. Only if some serious or unusual error has been committed by a student-teacher, the criticism should be communicated to him individually.

Thus, supervisors should possess such personal characteristic as may enable them to guide the student-teachers both collectively and individually and not only individually.

As regards the practice of criticising the S.Ts. in their presence only, it should be followed as far as practicable. However it will not be out of place, if criticisms are made occasionally in the absence of the S.T. concerned with a view to improve the teaching of the student-teachers present.

SECTION-E.

SUGGESTIONS REGARDING ACADEMIC QUALITIES

The most conspicuous gaps between the ideal and the actual exist in respect of the academic qualities of the supervisors. The nature of these gaps is given in the following statements:-

1. Very few supervisors participate in seminars considered important by the experienced teacher-educators for efficient supervision.

2. Very few supervisors hold inter-disciplinary discussions on problems relevant to practice-teaching, but the experienced teacher-educators consider such discussions important for efficient supervision.

3. Experienced teacher-educators consider it very important for the supervisors to read professional journals, but very few of them (supervisors) actually read such journals

4. Experienced teacher-educators consider it important for efficient supervision that supervisors engage themselves

in individual researches, but only a negligible fraction of supervisors does so.

The experienced teacher-educators suggest the following measures to bridge the gulf between the actual and the ideal:

1. The number of seminars held annually should be increased. In addition to these seminars, short mid-term seminars should be held for the supervisors supervising different subjects and it should be made compulsory for them to attend these seminars at least once a year.

Mid-term seminars are more attractive to the supervisor because, they have not to sacrifice their precious summer vacation in attending these seminars. Care should be taken to ensure that the opportunities to attend the seminars are evenly distributed among the supervisors. These opportunities should not be monopolised by a single teacher or a small group of teachers in a training college.

2. Interdisciplinary discussions on subjects relevant to practice teaching, should be arranged by the heads of the B.Ed. departments or the principals, atleast twice a year, just before the practice-teaching begins. A list should be drawn up of specific problems to be discussed in these meetings and circulated among the teachers in advance.

3. Ample provision should be made for the supply of professional journals in the library. And it would be not

too much, if the principals make it obligatory for each supervisor to prepare one paper, on a current topic of his interest, before his name is recommended for the annual increments. Of course, it should be obligatory for the principal or the head of the B.Ed. department to prepare one paper himself. Only then, such practices will be appreciated by the supervisors. This suggestion seems to be in line with the practices followed in many departments of the government, where actually departmental examinations are held before an individual is promoted to a higher post.

4. The experienced teacher-educators feel that it is beyond the capacity of an ordinary supervisor to do research. But they recommend that supervisors should cooperate in action researches taken up by the institution. It is surprising that supervisors teach so much theory about action research to their student-teachers, while they themselves do not take up research projects to improve their teaching. For example, the vast majority of those successful in the B.Ed. examination is placed in the third division in theory. But no teacher training institution has attempted to probe scientifically into the causes of this unfortunate event and to suggest ways and means for rectifying it. They contend that the previous academic record of the student-teachers is, by and large, poor, and so the S.Ts secure a poor division at the B.Ed. examination.

The suggestions made by the experienced educators to improve the academic qualities of supervisors seem to be practi-

-cable. But, the investigator feels that there should be some additional material incentive for the supervisors to improve their academic qualities. At the same time they should also be made to realise that if they do not engage themselves in activities which keep them abreast of the recent trends and innovations in the field of their specialization, they stand to lose substantial gains which would accrue to them.

SECTION-F.

SUGGESTIONS ABOUT MISCELLANEOUS PRACTICES. -----

It was found that the practice regarding the mode of lesson planning was not satisfactory (Chapter VIII P_p 210,211) because supervisors did not adopt an eclectic approach to planning the lesson, based on a combination of the Herbartian and the evaluation approaches. The following suggestions are given to help understand this eclectic approach.

1. For every subject, the content to be covered in 25 lessons at the ordinary level and 50 lessons at the advanced level should be selected with the help of the regular subject-teacher of the school and divided into units. Then, the units of content should be divided into individual lessons which should invariably be finished within the specified period of 40 to 45 minutes.

2. In each lesson, the teaching points should be unambiguously mentioned under the head 'Specific aims'. (Evaluation

approach).

3. The knowledge assumed should be noted down, as is done in the Herbartian approach.

4. Introductory questions leading to a statement of the aim of the lesson should be framed, as is done in the Herbartian approach.

5. Statement of the aim of the lesson should be made as it is done in the Herbartian approach.

6. Presentation of the teaching matter should be done, making use of the two approaches, within the frame of work of - (i) objective of teaching, (ii) teacher activity and (iii) student activity. The student-teachers should actually write down the main questions or the activities in logical sequence under the head "teacher activity" and also the answers of the pupils under the head "student-activity".

This elaborate planning should be done till the student-teachers acquire proficiency in the skill of asking questions effectively and anticipating the appropriate answers of the students. Then, later on they may be permitted to make this part of the lesson-plan briefer. Each objective of the lesson should be presented section-wise, so that the teaching is not confused.

7. The steps of generalization and recapitulation, as comprehended in the Herbartian approach, should be followed.

8. Home assignments should be mentioned in the lesson-plan.

9. At the end, the student-teachers should give a list of references they consulted for subject matter, as well as for the techniques of lesson planning.

Patterns of supervision

The important patterns of supervision are those of supervising only those S.Ts whom the supervisor has guided in planning their lessons, and of supervising all the S.Ts offering the subject(s) of the supervisor's specialization, wherever they may be teaching. The experienced teacher-educators suggest that these two patterns may be followed as described below:

The admission of the student-teachers to the B.Ed. class should be regulated by the teacher-power of subject-specialists available in the department, so that each subject specialist has to guide and supervise about 12 student-teachers only at a time. Larger schools should be selected or approached for serving as practising schools, so that all the students under the charge of a supervisor could be engaged in the same school for the practice-teaching. Often classes of all the subjects in the practising school are taken by the student-teachers. In this attempt to engage all the classes, student-teachers offering different subjects are huddled

together in the same school and there is a lot of confusion when the same supervisor watches the practice-teaching in ~~all~~ almost all the subjects in a ~~small~~^{the} school. It is better that the planning of the practice teaching programme is done with a view to meet the requirements of different subjects separately.

However, if all the 12 student-teachers in a subject cannot be accommodated in the same school, a neighbouring institution should be requested to cooperate, where the remaining student-teachers may be accommodated without much inconvenience to the supervisor. Thus, the supervision of the teaching of student-teachers may be done by the subject specialists without inconvenience. Wherever there are two or more subject specialists in a subject they may exchange their groups for guidance and supervision in order to avoid narrowing down of the concept of good teaching, a consequence which is likely to develop in a situation where a student-teacher is monopolistically guided and supervised by a single supervisor. The broadening of the horizon of student-teacher as regards the standard of good teaching can be achieved by getting the criticism lessons evaluated by a panel of examiners comprising a subject specialist and two supervisors and also by holding seminars for discussing the different methods of teaching different subjects.

Modes of supervision:

The experienced educators hold the opinion that the only important mode of efficient supervision is to supervise two or three lessons per period of 40 minutes. It does not seem to be impracticable if each supervisor is required to watch only 12 lessons per day as he would have to work only for about 5 periods. Here it may be made clear that if a supervisor supervises the lessons in a subject(s) of his specialization, it would be easier for him to bring about improvement in his own standard of supervision. Other modes of supervision e.g. supervising only one lesson per period or 5 to 6 lessons per period are either too expensive to follow or too cursory to improve student teaching.

Improving blackboard writing:

The methods of improving the blackboard writing are all practicable and should be followed with determination (vide P. 192 of this report)

In this way a number of suggestions emerged from the responses of the experienced teacher-educators, and it seems reasonable to believe that a modification of the current supervisory practices, in the light of these suggestions, would help improve them and make the supervision more efficient.

CHAPTER X.

FINDINGS, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH.

The present project was undertaken to survey the current supervisory practices followed in the teachers' training colleges affiliated to Agra University, to determine the norms for efficient supervision and to suggest ways and means to bridge, wherever necessary, the gap between the norms and the actual practices. Chapters I through IV of this report present preliminary considerations and the steps taken to collect relevant data from knowledgeable sources. Chapters V and VI describe the current supervisory practices, Chapter VII states the norms for efficient supervision, Chapter VIII describes the extent and nature of the gap between the actual and the ideal practices and chapter IX gives the suggestions for bridging the gap between the actual and the ideal. This chapter presents the gist of the findings and the conclusions of this project and a few suggestions for further research as which may prove useful for improving the current supervisory practices.

The contents of this chapter have been organised as follows:-

1. Findings.

- (a) Satisfactory supervisory practices,
- (b) Unsatisfactory practices and suggestions for improving them,

2. Conclusions, and

3. Suggestions for further research.

SECTION 1.

FINDINGS

Satisfactory Practices:

The survey reveals that the following supervisory practices followed in the secondary teachers' training colleges are fairly satisfactory and conducive to efficient supervision.

Guidance:

The supervisors ascertain the preference of the student-teachers for the practising-schools and assign them to the schools of their choice: at least the S.Ts. manage to get a practising school of their choice. The supervisors help S.Ts. in securing from the practising schools that part of the syllabus that they have to teach. They also help them in analysing the syllabus into lesson units and determining the teaching points. Sometimes, the supervisors test the knowledge of their students in order to see if they can prepare the lessons properly.

The supervisors lay emphasis on the logical sequence of the questions to be asked by the student-teachers, on the correctness of pronunciation. The supervisors give the student teachers instructions in the use of material aids. They also try to develop self-confidence among the student-teachers in

planning their lessons.

Supervision:

The supervisors see to it, with special care and emphasis, that the student-teachers ask effective questions, develop the lessons with the help of the pupils, give correct blackboard summaries, make no mis-statement of facts, do not ridicule the pupils, and are punctual and regular. They also emphasise the need for imposing only light punishment on pupils and for avoiding corporal punishment almost totally. The supervisors lay reasonable emphasis on the use of material aids by the student-teachers, and on developing among them self-confidence, habits of hard work and fluency of speech.

The supervisors lay the greatest emphasis on the proper and effective execution of the lessons and give constructive suggestions to achieve their goal. They also try to maintain cordial relations with the principals and the teachers of the practising schools, and treat them with courtesy and seek their help in maintaining class-room discipline.

Professional skills:

It is satisfying to find that the supervisors understand their students fairly well and teach them effectively. They use the blackboard in their own theory classes, are good in blackboard writing and use illustrations in their teaching. Their pronunciation of English words though not excellent, is fairly satisfactory and their pronunciation of Hindi is often

excellent.

Supervisors organise logically in writing the subject matter that they have to teach to their students, before they go to class. Their voice is properly pitched while lecturing and their speech is modulated and intonated. Most of them are also fluent in their speech. They possess the skill to guide their student-teachers in the preparation of material aids, specially of charts. The supervisors also enjoy teaching children and give demonstration lessons frequently. Most of them treat the student-teachers as their co-professionals and maintain warm and congenial relations with them.

B. Unsatisfactory practices and suggestions for improving them:

Below are given the current supervisory practices which were found to be unsatisfactory:

Organisation and administration

The first and foremost inadequacy in the organisation and administration of the practice-teaching programme that came to light is that the supervisor-student ratio was found to be 1:16 for guidance and 1:15 for supervision, whereas the University has prescribed that this ratio should be 1:12. Secondary training colleges have no practising schools of their own. Most of these training colleges have inadequate library facilities and very little provision of journals, and inadequate accommodation and administrative staff. In most

of the colleges no evaluation chart is used to assess the day to day teaching of the student-teachers. There seems to be apathy to literary and co-curricular activities in most of the institutions.

Guidance:

The guidance practices are found to be unsatisfactory, firstly, unduly excessive emphasis is laid on assigning to the student-teachers, classes which they prefer to teach, secondly, the supervisors follow the Herbartian or the evaluation approach of lesson planning, neither of which is adequate for bringing about efficiency in the practice-teaching programme.

Supervision:

The following are the unsatisfactory supervisory practices; (i) laying too much emphasis on student-teachers correcting the incomplete or partially correct responses of the pupils, in a very formal and time-consuming manner, (ii) maintaining discipline mechanically in the class-room, by not permitting the pupils to give vent to some of their very natural reactions to the stimuli of the class-room and (iii) taking a very serious view of the mischief committed by the pupils and punishing them harshly. This is in conformity more with the traditional feudalistic concept of discipline than with the modern concept of discipline from within or free discipline.

Professional characteristics:

The unsatisfactoriness of the practices intended to inculcate professional skills among the student-teachers lies sometimes in over-emphasising and sometimes in under-emphasising the skills, so that they deviate from the norm. Supervisors lay overemphasis on developing among the student-teachers the skills to produce material aids. The supervisors also maintain unnecessarily wide distance between themselves and their student-teachers. This practice creates a barrier and obstructs the free exchange of ideas, and smooth interpersonal relations between supervisors and the student-teachers.

Personal characteristics:

In this study, the following two supervisory practices, which reflect unsatisfactory tendencies in the personality of the supervisors, were found:

(i) the supervisors lay too much emphasises on individual differences among the student-teachers. Although this emphasis is important for efficient supervision, yet giving undue weightage to it only brings the individual differences into focus and the actual supervisory practice recedes into the penumbra,

(ii) the supervisors adhere too strictly to the practice of criticising the student-teachers only in their presence. Although this practice is also important for efficient supervision yet over-emphasis on it is not helpful to the desired

extent.

Academic qualities:

The supervisors' greatest weakness lies in this area. They do not take interest in reading new books and articles in professional journals in the field of their specialization. They seem to be averse to new innovations in teaching and improving their own teaching through research. Though ample opportunities are open to them to refresh their memory and brush up their knowledge through seminars, summer institutes, conferences, workshops and informal inter-disciplinary discussions, yet very few of them avail of these opportunities. There is much room for improvement in the study-habits of supervisors.

Miscellaneous practices:

The supervisors follow either the Herbartian approach or the evaluation approach of lesson planning. These approaches, taken separately, are unsatisfactory. Supervising student-teachers offering subjects other than the supervisor's speciality is not conducive to efficient supervision. It is a pity that the supervisors devote on an average ^{only} about a 8 minutes to supervise the student-teacher's actual classroom teaching in a period of 40 minutes. The supervisors' work is done hastily and cursorily. The attention given to improve the blackboard writing of S.Ts. is not satisfactory.

Suggestions to improve the unsatisfactory practices:

Suggestions for improvement of the current supervisory

practices are of vital importance. Therefore, they have been presented in a separate chapter (Chapter IX) in full detail. It is not necessary to repeat them here for the sake of formality.

SECTION 2.

CONCLUSIONS

On the basis of the findings, it may be concluded that it is not proper to condemn the current supervisory practices altogether. There is ample evidence that reasonable care is being taken by the supervisors to pass on to their students information, skills, personality characteristics and attitudes which they themselves possess. The supervisor's relationship with their students and with the teachers and principals of the practising schools is fairly cordial and warm. Supervisors are aware of their professional dignity and responsibility.

The notable unsatisfactory practices are that the supervisors follow the traditional modes of guidance and supervision rather doggedly. They seem to lack in initiative and courage to bring in innovations and experiment with new ideas in their field. There is dullness and monotony in their work. It seems that they are obsessed with the idea of conformity with the approved norms, because they have been found very often to deviate on the right side of the norms (i.e. they follow a good practice with excessive zeal, oblivious of the drawbacks of carrying it too far). It also seems

that the supervisors are too contented with what they know and practice and have no desire to improve themselves.

Limitations of the study:

It would be in the fitness of things to point out some of the limitations of this study which could not be overcome despite the best efforts of the investigator.

The data collected through questionnaires could not be verified by actual observation and interview. Although an attempt was made to observe the actual behaviour of the supervisors during the supervision work, it was not successful, because supervisors failed to function in the normal manner when expert observers were present in the class-room. Some respondents complained that questionnaires were lengthy. The responses of the supervisors and the others who cooperated in this study, may have been biased in some respects. However, since the data were collected from different sources, it seems reasonable to presume that the bias of the sources of data were not all in the same direction.

SECTION 3.

SUGGESTIONS FOR FURTHER RESEARCH.

It is realized that there is room for improvement in our knowledge about the current supervisory practices. This study was delimited only to the survey of practices followed in the Agra University. The scope of generalizations could be widened, if studies of this nature are carried out on larger

samples. A national survey of the current supervisory practices seems to be a necessity. A few other projects, the need for undertaking which was felt during the course of this study are given below:-

(1) A project may be undertaken to try out the effectiveness of different modes of lesson planning viz. (i) the Herbartian approach, (ii) the evaluation approach, (iii) a combination of (i) and (ii), (iv) no written planning. In each case the objectives of the lesson planning and behavioural specifications should be spelled out. With the help of proper experimental design, experiments should be carried out to compare the relative effectiveness of the above modes of lesson-planning.

(2) In a similar manner, the relative efficiency of different modes of supervision may be experimentally determined. The different modes of supervision may be (i) whole time supervision of a class on ^{days with gaps in between} ~~intermittent~~ days, (ii) part-time supervision (2 or 3 student teachers being supervised per period daily) and (iii) no supervision (control group).

(3) A study may be carried out to locate the causes of absence of innovations and experimentation in the field of student-teaching.

(4) A study may be undertaken to assign priority and/or ^{weightage} ~~weightage~~ to different outcomes of student-teaching, such as skills, personality characteristics, values and aptitudes.

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APPENDIX - 1.

**LIST OF TRAINING COLLEGES/
DEPARTMENTS OF EDUCATION
AFFILIATED TO AQRA UNIVERSITY
=====**

**List of the Training Colleges/Departments of
Education affiliated to the Agra University.**

S.N. Institution

1. Women's Training College, Dayalbagh, Agra.
2. R.B.S. College of Education, Agra.
3. Baikunthi Devi College, Agra.
4. R.E.I., Dayalbagh, Agra.
5. Bareilly College, Bareilly.
6. Dayanand Arya Kanya College, Moradabad.
7. Hindu College, Moradabad.
8. Gokul Das College, Moradabad.
9. Vardhman College, Bijnor.
10. Almora College, Almora.
11. Varshney College, Aligarh.
12. D.S.College, Aligarh.
- 13.* Swami Sukhdevanand College, Shahjahanpur.

* The Principal and Head of the Department of this college
did not fill in the questionnaire sent to them, but the
teacher-supervisors did.